AMERICAN COUNCIL ON EDUCATION

Robert H. Atwell, President

The American Council on Education, founded in 1918, is a council of educational organizations and institutions. Its purpose is to advance education and educational methods through comprehensive voluntary and cooperative action on the part of American educational associations, organizations, and institutions.

The Higher Education Panel is a survey research program established by the Council for the purpose of securing policy-related information quickly from representative samples of colleges and universities. *Higher Education Panel Reports* are designed to expedite communication of the Panel's survey findings to policy-makers in government, in the associations, and in educational institutions across the nation.

The Higher Education Panel's surveys on behalf of the Federal Government are conducted under support provided jointly by the National Science Foundation, The National Endowment for the Humanities, and the U.S. Department of Education (NSF Contract SRS-8117037).

STAFF OF THE HIGHER EDUCATION PANEL

Engin Inel Holmstrom, *Panel Director*

Charles J. Andersen, *Assistant Director*

Clare McManus, *Research Assistant*

Bernard R. Greene, *Research Analyst/Programmer*

Shirley B. Kahan, *Staff Assistant*

HEP ADVISORY COMMITTEE

Elaine El-Khawas, *Vice President* for Policy Analysis and Research, ACE, *Chair*

Jules B. LaPidus, *President*, Council of Graduate Schools in the United States

Robert M. Rosenzweig, *President*, Association of American Universities

James Hyatt, Director of the Financial Management Center, National Association of College and University Business Officers

Connie Sutton-Odems, *Vice President* for Professional Services, American Association of Community and Junior Colleges

FEDERAL ADVISORY BOARD

William Stewart, National Science Foundation, *Chairman*

Jeffrey D. Thomas, National Endowment for the Humanities

Salvatore Corrallo, U.S. Department of Education

Christina Wise, National Science Foundation, *Secretary*

TECHNICAL ADVISORY COMMITTEE TO THE FEDERAL ADVISORY BOARD

Martin Frankel, National Center for Education Statistics, *Chairman*

Nancy M. Conlon, National Science Foundation

Jeffrey D. Thomas, National Endowment for the Humanities

Additional copies of this report are available from the Higher Education Panel, American Council on Education, One Dupont Circle, Washington, D.C. 20036

1.23

Recent Changes in Teacher Education Programs

Engin Inel Holmstrom

Higher Education Panel Reports
Number 67 November 1985

American Council on Education
Washington, D.C. 20036

This material is based upon research supported by the National Science Foundation, the Department of Education, and the National Endowment for the Humanities under contract No. SRS-8117037 with the National Science Foundation. Any opinions, findings, conclusions, or recommendations are those of the authors and do not necessarily reflect the views of the sponsoring agencies.

CONTENTS

	Page
Acknowledgments	iv
List of Figures	v
List of Text Tables	v
List of Detailed Tables	vi
Highlights	viii
Background	1
Methods Summary	1
Findings	2
Entry Requirements	2
Changes in Course Requirements	7
Teacher Recruitment Efforts	9
Summary	10
Detailed Statistical Tables	12
Appendix A: Survey Instrument	27
Appendix B: Technical Notes	31

ACKNOWLEDGMENTS

This study was developed by Salvatore Corrallo of the Office of Planning, Budgeting, and Evaluation of the U.S. Department of Education. The Federal Advisory Board, its Technical Advisory Committee, and the American Council on Education's Higher Education Panel Advisory Committee all contributed guidance and suggestions during the survey process. Data processing services for the survey were provided by Groups Operations, Inc.

Thanks are due to Salvatore Corrallo and Ann Weinheimer of the Department of Education and Christina Wise of the National Science Foundation for their advice to Frank J. Atelsek, former HEP Director, during the developmental stages of the project. Our special thanks also go to David G. Imig and Elizabeth Ashburn of American Association of Colleges for Teacher Education for their careful review of the final manuscript and invaluable comments. Finally, we are again very grateful to the Higher Education Panel's campus representatives and academic officers who provided the information for this report.

LIST OF FIGURES

Page

Figure 1. Minimum GPA Requirements for Entry into Elementary Education Programs, by Control and Type of Institution—1980–81 and 1984–85 3

Figure 2. Minimum GPA Requirements for Entry into Secondary Education Programs, by Control and Type of Institution—1980–81 and 1984–85 3

Figure 3. Elementary Education Programs With Minimum 2.5–2.9 GPA Requirements, by Control and Type of Institution—1980–81 and 1984–85 5

Figure 4. Secondary Education Programs With Minimum 2.5–2.9 GPA Requirements, by Control and Type of Institution—1980–81 and 1984–85 5

Figure 5. SCDEs Requiring Entry Tests Into Elementary Education Programs, by Control and Type of Institution—1980–81 and 1984–85 6

Figure 6. SCDEs Requiring Entry Tests into Secondary Education Programs, by Control and Type of Institution—1980–81 and 1984–85 6

Figure 7. SCDEs That Require Selected Subject Areas Outside Education—1984–85 9

Figure 8. SCDEs That Provide Incentive Scholarships to High Ability Students, by Control and Type of Institution—1984–85 10

LIST OF TEXT TABLES

Page

Table A. Distribution of SCDEs by Control and Type of Institution—1984–85 2

Table B. Institutions That Admit Freshmen to Teacher Education Programs, by Control and Type of Institution—1984–85 2

Table C. Average Number of Credit Hours Required for a Baccalaureate Degree in Teacher Education Programs, by Control and Type of Institution—1980–81 and 1984–85 7

Table D. Number and Percent of Institutions That Have Instituted "Exit Testing" in Teacher Education Programs Since 1980–81, by Control and Type of Institution 8

LIST OF DETAILED STATISTICAL TABLES

Page

I.2a Institutions That Have a Minimum GPA Requirement for Entry into Teacher Education Programs, by Control and Type of Institution—1980–81 and 1984–85 12

I.2b Minimum GPA Requirements for Entry into Elementary Education Programs, by Control and Type of Institution—1980–81 and 1984–85 12

I.2c Minimum GPA Requirements for Entry into Secondary Education Programs, by Control and Type of Institution—1980–81 and 1984–85 13

I.3a Institutions That Have a Minimum Grade Requirement in English for Entry into Teacher Education Programs, by Control and Type of Institution—1980–81 and 1984–85 13

I.3b Distribution of Minimum Grade in English Required for Entry into Elementary Education Programs, by Control and Type of Institution—1980–81 and 1984–85 14

I.3c Distribution of Minimum Grade in English Required for Entry into Secondary Education Programs, by Control and Type of Institution—1980–81 and 1984–85 14

I.4a Institutions That Require Standardized Tests for Entry into Teacher Education Programs, by Control and Type of Institution—1980–81 and 1984–85 15

I.5a Other Entry Requirements for Teacher Education Programs, by Control and Type of Institution—1984–85 15

I.5b Recent Changes in Other Entry Requirements, by Control and Type of Institution—1980–81 and 1984–85 16

II.1a.1 Average Number of Credit Hours Required in All Education Courses, by Control and Type of Institution—1980–81 and 1984–85 16

II.1a.2 Number of Credit Hours Required in All Education Courses in Elementary Education Programs, by Control and Type of Institution—1980–81 and 1984–85 17

II.1a.3 Number of Credit Hours Required in All Education Courses in Secondary Education Programs, by Control and Type of Institution—1980–81 and 1984–85 17

II.1b Average Number of Credit Hours Required in Student Teaching Practicum, by Control and Type of Institution—1980–81 and 1984–85 18

II.1c Average Number of Credit Hours Required in Principles and Methods of Education, by Control and Type of Institution—1980–81 and 1984–85 18

II.1d Average Number of Clock Hours Required in Early Field Experience, by Control and Type of Institution—1980–81 and 1984–85 19

II.2b Institutions That Require Courses in Selected Subject Areas and Degree of Change in Requirements from 1980–81 to 1984–85 in Elementary Education Programs, by Control and Type of Institution 20–21

II.2c Institutions That Require Courses in Selected Subject Areas and Degree of Change in Requirements from 1980–81 to 1984–85 in Secondary Education Programs, by Control and Type of Institution 22–23

II.4 Changes in Credit Hour Requirements in the Last Five Years in Secondary Education Programs 24

II.5 Changes in GPA Requirements in the Last Five Years in Secondary Education Programs 24

III.1 Scholarship Incentives Used to Attract Students to Teacher Education Programs 24

III.2 Loan Forgiveness Programs 25

III.3 Recruitment Efforts in the Last Five Years 25

III.4 Recruitment Efforts Under Consideration 26

HIGHLIGHTS

Admission and Graduation Requirements

- The time of admission to the teacher education program occurs after the freshman year.
- At the time of admission, seven in 10 institutions have minimum GPA requirements in university-wide general studies courses. The GPA average is 2.3 for students entering an elementary education program and 2.4 for students entering a secondary education program.
- Four in 10 institutions have separate minimum GPA requirements in English courses taken as part of university-wide general studies programs.
- In addition to the admission requirements of the college or university and successful completion of the general studies program, nearly half the teacher education programs require students to pass a standardized or proficiency test. Since 1980 the number of programs requiring standardized or proficiency tests for entry has more than doubled.
- Over three in 10 programs also require that entering students pass a speech and hearing test. In addition, nearly half rely on recommendations and one in 10 require a personal interview.
- The average number of credit hours required for a baccalaureate degree for teacher candidates is 127.
- The average number of credit hours in education courses required for graduation is about 43 for elementary teacher candidates, and 30 for secondary teacher candidates.
- Included within the teacher education program are theory and methods courses that amount to 20 hours for elementary teacher candidates, and nine hours for secondary teacher candidates.
- An average of ten hours of a teaching practicum is required by most programs.
- Nine in 10 programs require teacher candidates to spend time in schools prior to graduation. The average student will spend about 85 (secondary education program) to 113 (elementary education program) clock hours in such experiences.
- Most teacher education programs require students to take courses in mathematics, science, and communications. Half the programs require teacher candidates to take courses in computer science.
- One-fourth of secondary education programs have raised their GPA requirements for prospective teachers during the past five years, and one in 10 have increased requirements in their subject matter majors.
- The number of programs with exit testing has increased. Since 1980, two in five programs have instituted exit testing.

Recruitment

- Only one in four colleges or universities provide scholarships specifically for teacher candidates with high academic ability.
- Scholarships for teacher candidates are more readily available in public than in private programs.
- Only four percent of the institutions have loan forgiveness programs designed for teacher candidates.
- Recruitment procedures vary, with the programs trying different methods to attract students.

BACKGROUND

The National Commission on Excellence and other organizations have raised the nation's awareness of the need for quality teacher education. There have been numerous reports discussing the need to attract and retain high quality teachers, to improve teacher preparation programs, to raise standards by which teacher candidates are measured, to increase the supply of qualified teachers in shortage areas, and to improve the working conditions for teachers. There is currently very little reliable information, however, on how schools, colleges, and departments of education (SCDEs) have responded to these criticisms and recommendations, and what changes, if any, have been implemented in teacher education programs across the nation.

A survey undertaken by the American Council on Education in June 1984 indicated that nearly nine in 10 institutions with teacher education programs had minimum requirements and about eight in 10 had instituted higher admission standards. In addition, another one in 10 were considering improvements in their admission standards.[1]

This survey was sponsored by the Department of Education to gather more in depth information on three areas relating to teacher education. The first is entry requirements: What are the minimum standards at the nation's SCDEs that teacher candidates must now meet to enter teacher preparation programs, and what changes occurred in these standards since 1980–81? The second area concerns changes in course requirements: Are there increases or decreases in course requirements, and if so, in what areas? The third is recruitment: What measures are institutions now using to attract students, and especially high-ability students, into teacher education programs?

METHODS SUMMARY

The Higher Education Panel was created in 1971 by the American Council on Education for the purpose of conducting limited-scale surveys on topics of current policy interest to the higher education community and to government agencies. The current Panel is a disproportionate stratified sample of 1,040 colleges and universities, divided into two half-samples of 520 institutions each. Institutions were drawn from the more than 3,200 colleges and universities listed in the National Center for Education Statistics' *Education Directory, Colleges and Universities*. All institutions included in the population are grouped according to the Panel's stratification design, which utilizes two sampling domains (certainty and probability domains) and is based upon institutional type (doctorate-granting, comprehensive, baccalaureate, specialized, and two-year academic or occupational), control (public, private) and size (full-time equivalent undergraduate enrollment, full-time equivalent graduate enrollment, and educational and general expenditures). For any given survey, either the entire Panel, a half-sample, or an appropriate subgroup is used. The field operation is dependent on a network of campus representatives who, through their presidents, have agreed to participate. The representatives receive the Panel's questionnaires and direct them to the most appropriate campus official for response.

This survey consisted of all Panel institutions (both split-halfs) that reported the award of at least one baccalaureate in education in 1980–81. Two-year colleges and specialized institutions were excluded. Out of 1,040 Panel institutions, 489 met the survey criteria. Questionnaires were mailed to 489 institutions in December 1984. After a mail follow-up in February and a phone follow-up in March, usable data were received from 399 or 82 percent of the institutions. (A copy of the survey questionnaire is presented in Appendix A).

Data from responding institutions were statistically adjusted (weighted) to represent 1,068 institutions of higher education that grant baccalaureate degrees in education. Institutional weights were computed separately for each stratum, based on the ratio of the number of respondents to the number of institutions in the population. (See Appendix B for technical notes describing the weighting methodology and comparison of respondents and nonrespondents.)

[1]Elaine El-Khawas, *Campus Trends, 1984*, Higher Education Panel Reports Number 65, February 1985. Washington, D.C.: American Council on Education.

FINDINGS

The survey instrument had three sections: the first section requested information on the specific minimum requirements for admittance into the undergraduate teacher preparation programs. The second section requested information on changes in credit hour requirements for teacher education programs that have taken place over the last five academic years. The last section sought information on teacher recruitment efforts.

The data provided here represent national estimates for 1,068 institutions of higher education that have a SCDE and award at least one baccalaureate in education. About two-fifths of the programs were in public and three-fifths in private institutions. Over one-half were located in baccalaureate colleges, 34 percent in comprehensive universities, and 12 percent in doctoral institutions (see table A). It should be pointed out, however, that although there are more teacher education programs in private institutions, public programs tend to be larger and produce more of the bachelor's degrees in education. For instance, in 1980–81, 78 percent of the bachelor's degrees earned in education were conferred by public programs and only 22 percent by private programs.[2]

TABLE A—Distribution of SCDEs by Control and Type of Institution—1984–85

	Total		Public		Private	
	No.	%	No.	%	No.	%
Total	1,068	100	434	100	634	100
Doctoral Univ.	129	12	95	22	34	5
Comprehensive Univ.	363	34	243	56	120	19
Baccalaureate Colleges	576	54	96	22	480	76

Entry Requirements

Only one-fifth of the institutions with SCDEs accepted freshmen into their undergraduate teacher education programs (see table B). SCDEs in private institutions were somewhat more likely to accept freshmen into their programs than were those in public institutions (25 percent versus 15 percent). The difference was particularly striking in doctoral and comprehensive universities: 35 percent of the programs in private but only 13 percent of those in public doctoral universities accepted freshmen; in comprehensive universities, the comparable figures were 33 percent and 17 percent, respectively.

GPA Requirements in General Studies. In 1984–85, 68 percent of the SCDEs had minimum grade point average (GPA) requirements in general studies for students entering elementary and secondary education programs (see figures 1 and 2). Such requirements were more frequent among the programs in public than in private institutions (for instance, 76 percent of public but 61 percent of private SCDEs had minimum GPA requirements for entry into secondary education programs).

During the past five years, the proportion of SCDEs with minimum GPA requirements had remained relatively stable in private institutions, while increasing slightly in public institutions. In public institutions, most of the changes had occurred in doctoral universities and baccalaureate colleges.

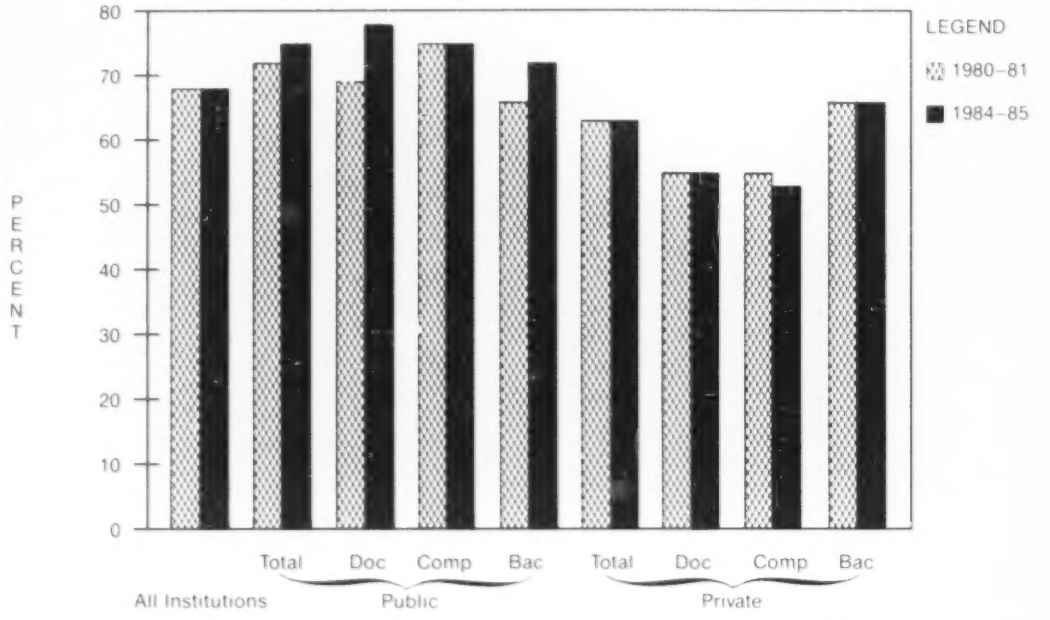
TABLE B—Institutions That Admit Freshmen to Teacher Education Programs, by Control and Type of Institution—1984–85

Control and type of institution	Number of Institutions	Percentage of all Institutions with Programs
All Institutions	223	21
Public Institutions	66	15
Doctoral	12	13
Comprehensive	41	17
Baccalaureate	13	14
Private Institutions	157	25
Doctoral	12	35
Comprehensive	40	33
Baccalaureate	105	22

[2]National Center for Education Statistics, *The Condition of Education, 1983*. Washington, D.C.: Government Printing Office, 1983, p.192.

FIGURE 1

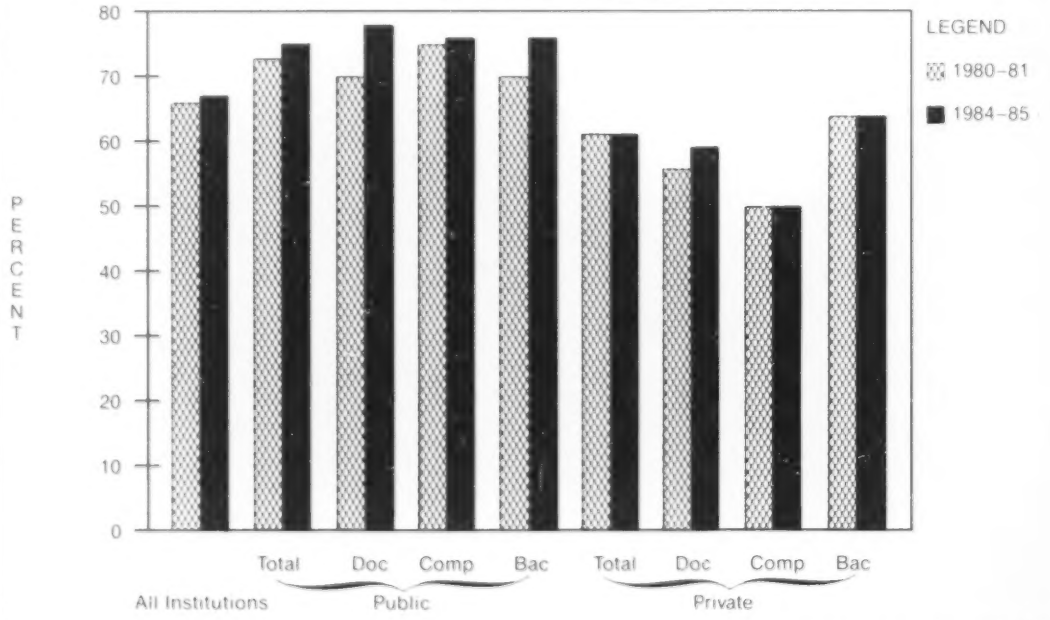
Minimum GPA Requirements for Entry into Elementary Education Programs, by Control and Type of Institution 1980–81 and 1984–85



Reference: Detailed table I.2a

FIGURE 2

Minimum GPA Requirements for Entry into Secondary Education Programs, by Control and Type of Institution 1980–81 and 1984–85



Reference: Detailed table I.2a

For instance, in 1980–81, 69 percent of the SCDEs in doctoral institutions had minimum GPA requirements for entry into elementary education programs; in 1984–85, 78 percent of the programs had such requirements. The change in the baccalaureate colleges was from 66 percent in 1980–81 to 72 percent in 1984–85. Similar increases in doctoral universities and baccalaureate colleges were noted for entry into secondary education programs.

The average minimum GPA requirement for students entering elementary education programs in 1984–85 was 2.3 on a scale of 1 to 4, up slightly from 2.2 in 1980–81; the average minimum GPA requirement for students entering secondary education programs was 2.3, up slightly from 2.2 in 1980–81 (see detailed table I.2a). Since 1980–81, the proportion of the programs with minimum GPA requirements of 3.0 or more remained constant at about one percent for students entering elementary education programs and two percent for students entering secondary education programs. The proportion requiring at least 2.5–2.9 GPAs, on the other hand, had increased from under 30 percent to over 40 percent in 1984–85 (see figures 3 and 4).

These averages tend to conceal some of the differences in public and private programs as well as changes that had taken place in a number of SCDEs during the last five years, however. First, while fewer private than public SCDEs have minimum GPA requirements for entry into teacher preparation programs, more private programs than public ones require GPAs of 2.5 or more. In 1984–85, 51 percent of private but 36 percent of public programs required minimum GPAs of 2.5 or more for entry into elementary education programs (see detailed table I.2b). The comparable figures for entry into secondary education programs were 53 percent and 38 percent, respectively (see detailed table I.2c).

Second, during the last five years, more public than private programs had increased their minimum GPA requirements to 2.5–2.9 so that the difference in public and private programs had been somewhat narrowed. In 1984–85, about one-half of the SCDEs in private institutions and between 30 to 40 percent of those in public institutions required minimum GPAs of 2.5–2.9 for entry into their programs. In contrast, five years earlier, only half as many public as private programs required minimum GPAs of 2.5–2.9 for entry into their programs. Finally, most of the increases in the public programs had occurred in doctoral universities; in elementary education programs, the proportion requiring minimum GPAs of 2.5–2.9 had increased from 21 percent in 1980–81 to 45 percent in 1984–85, and in secondary education programs, from 25 percent to 59 percent.

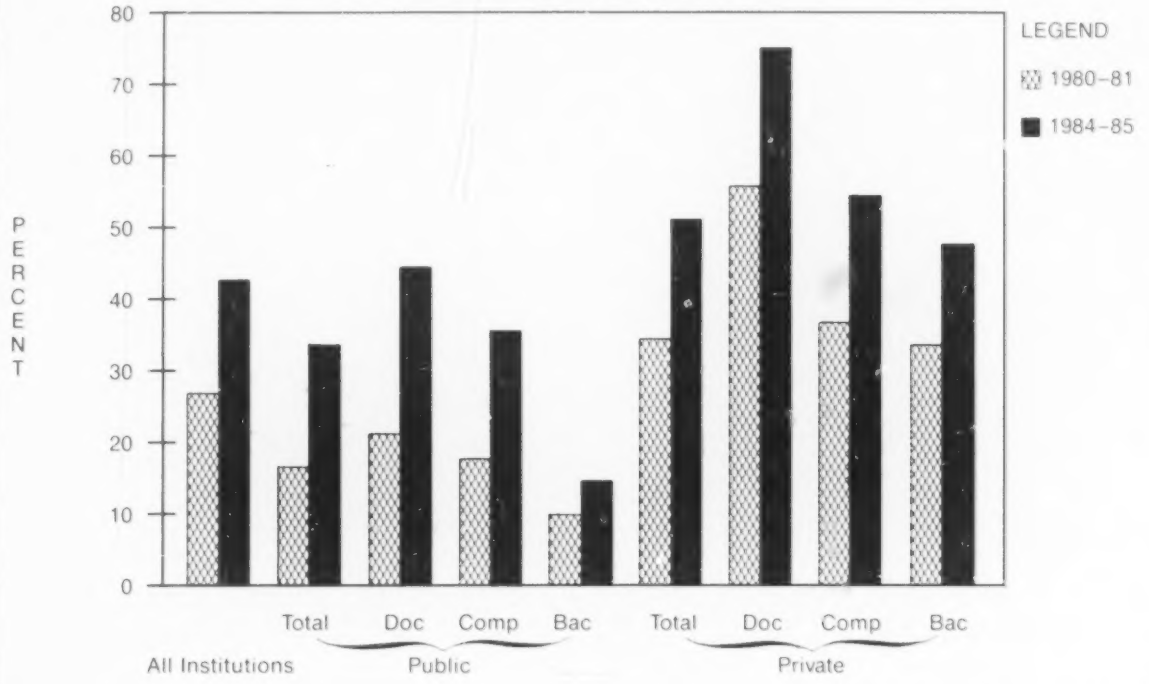
Minimum Grade Requirements in English. About four in 10 of all SCDEs had minimum grade requirements for completing general studies English courses for their students entering elementary and secondary education programs (see detailed table I.3a). With the exception of some minor increases in public programs, these requirements had changed little over the past five years. In 1984–85, fully one-half of SCDEs in public institutions but only about 30 percent of those in private institutions had minimum grade requirements in English for entering students. In both public and private programs, the average grade requirements in English were about 2.1 for students entering teacher education programs. Fewer than 10 percent required entering students to have grade averages of 2.5 or more in English, and the proportion of such programs remained the same since 1980–81 (see detailed tables I 3b, 3c).

Entry Tests. In addition to the above admission requirements, in 1984–85, nearly one-half of all SCDEs required that a student must pass a standardized or proficiency test in order to qualify for admittance into elementary and secondary education programs (see figures 5 and 6). However, there was no uniformly administered test. Among more frequently given tests were ACT, SAT, CAT, PPST, NTE and a score of other state-mandated or state-developed competency tests.

The proportion of the SCDEs requiring standardized or proficiency tests for entry into teacher education programs had more than doubled over the last five years, particularly in public institutions. In 1984–85, over half the public programs and over 40 percent of the private ones had entry tests. The largest increases in the number of programs adopting entry tests had occurred in public comprehensive universities where the proportion requiring standardized or proficiency tests for entry into elementary education programs had increased from 26 percent in 1980–81 to 61 percent in 1984–85, and for entry into secondary education programs, from 24 percent to 60 percent. The least likely programs to use entry tests were those located in public baccalaureate colleges and private comprehensive universities.

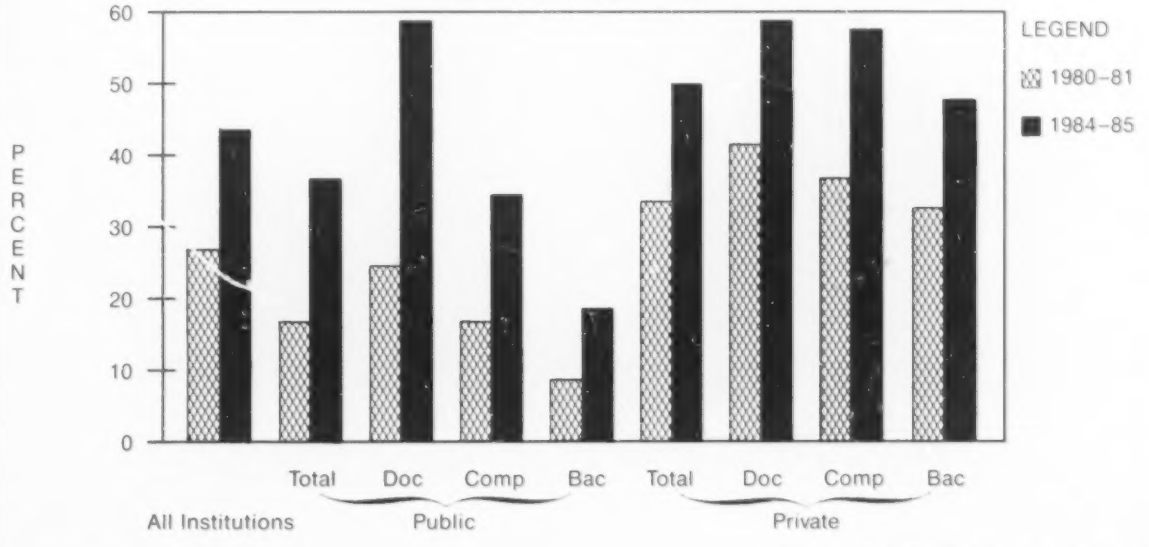
Other Entry Requirements. There were other requirements and procedures used to screen students for admission into teacher education programs. For instance, over 35 percent required that their students pass a speech and hearing test; about 10 percent relied on personal interviews, while between 40 to 50 percent relied on recommendations (see detailed table I.5a). In general, private institutions were more likely than public to rely on recommendations, while public institutions were more likely than private to require speech and hearing tests. Baccalaureate colleges

FIGURE 3
Elementary Education Programs With Minimum 2.5–2.9 GPA Requirements, by Control and Type of Institution 1980–81 and 1984–85



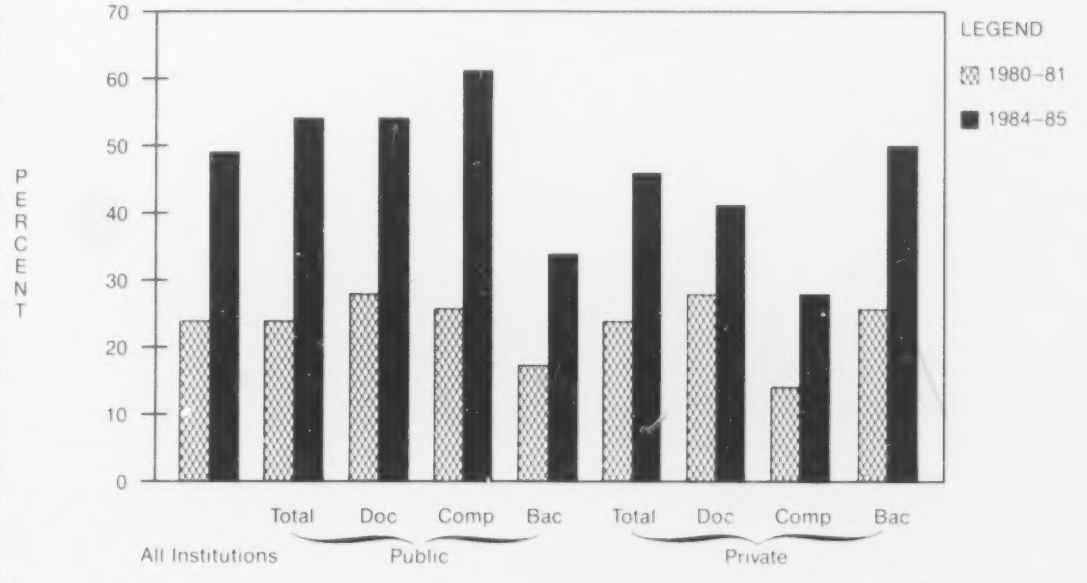
Reference: Detailed table I.2b

FIGURE 4
Secondary Education Programs With Minimum 2.5–2.9 GPA Requirements, by Control and Type of Institution 1980–81 and 1984–85



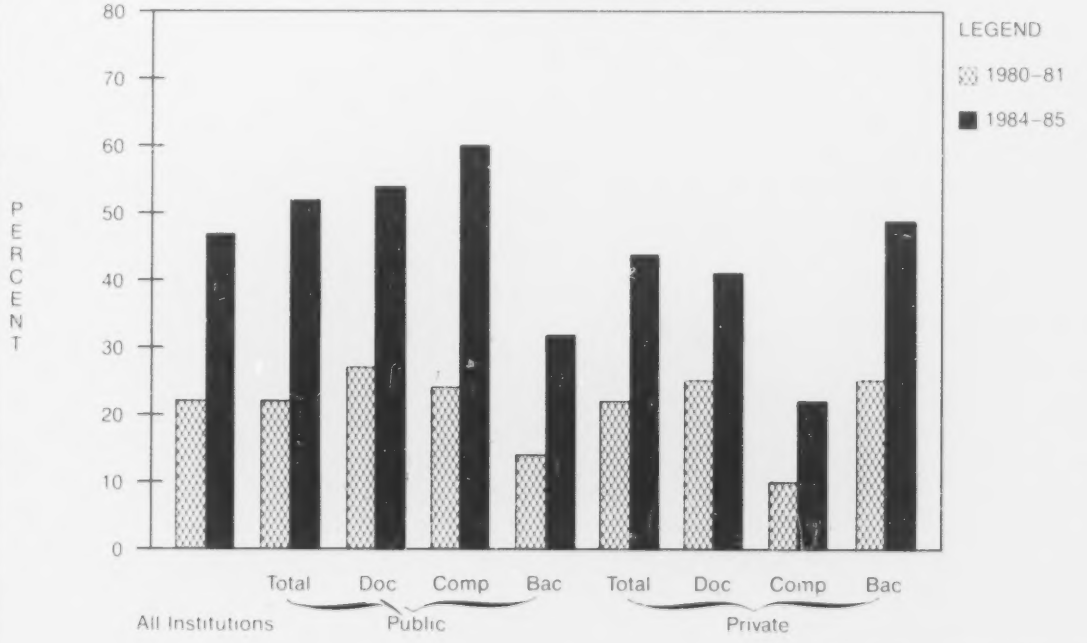
Reference: Detailed table I.2c

FIGURE 5
SCDEs Requiring Entry Tests Into Elementary Education Programs,
by Control and Type of Institution
1980–81 and 1984–85



Reference: Detailed table I.4a

FIGURE 6
SCDEs Requiring Entry Tests Into Secondary Education Programs,
by Control and Type of Institution
1980–81 and 1984–85



Reference: Detailed table I.4a

seemed to rely on recommendations more heavily than others, while comprehensive universities used speech and hearing tests more frequently than did others. The most apparent change seems to have occurred in the speech/ hearing testing area, with just over 10 percent introducing such tests as a part of their admission-screening procedure.

Changes In Course Requirements

The average number of credit hours required for a baccalaureate degree in teacher education programs was 127.4 in 1984–85 (see table C). There was very little difference in credit hour averages across institutions, and practically no change since 1980–81.

Credit Hour Requirements in Education Courses. In an average elementary education program, about one-third of the credit hours required for a baccalaureate was in education courses. The proportion of credit hours required in education courses in secondary education programs was somewhat lower (23 percent). On average, 43.4 credit hours were required in all education courses for graduation from elementary education programs; in contrast, only 29.7 average number of credit hours were required for graduation from secondary education programs (see detailed table II.1a1).

In elementary education programs, the proportion of SCDEs requiring 46 or more credit hours in education courses had increased from 36 percent in 1980–81 to 42 percent in 1984–85. In secondary education programs, the proportion with similar requirements had remained stable at about 5 percent (see detailed tables II.1a2 and 1a3). Elementary education programs in private institutions were slightly more likely than were those in public institutions to have increased their requirements for all education courses to 46 or more credit hours. The largest increases had occurred in SCDEs in baccalaureate colleges where the proportion requiring 46 or more credit hours for students entering elementary education programs increased from 36 percent in 1980–81 to 46 percent in 1984–85.

Credit Hours in Student Teaching Practicum. Nearly all SCDEs required credit hours in teaching practicum prior to graduation (see detailed table II.1b). On the average, 10.3 credit hours were required in elementary education programs and 9.9 in secondary education programs. Overall these requirements had changed very little during the period from 1980 to 1985. There were some minor exceptions: for instance, private doctoral institutions had increased their student teaching practicum requirements by an hour in elementary education programs.

Credit Hours in Principles and Methods of Teaching. Students were required to take courses in principles and methods of teaching in nearly all of the SCDEs before graduation (see detailed table II.1c). On average, 19.9 credit hours in such courses were required for graduation from elementary education programs, and 9.1 from secondary education programs. Overall these requirements seemed to have remained relatively stable over the past five years.

Field Experience. Over 90 percent of the SCDEs required their students to have early field experiences (see detailed table II.1d). On the average, 112.9 clock hours of field experience were required for graduation from elementary education programs, and 84.5 from

TABLE C—Average Number of Credit Hours Required for a Baccalaureate Degree in Teacher Education Programs, by Control and Type of Institution—1980–81 and 1984–85

Control and Type of Institution	Average Number of Credit Hours		Percent Change
	1980–81	1984–85	80-81–84-85
All Institutions	126.5	127.4	0.7
Public Institutions	126.7	127.7	0.8
Doctoral	125.1	125.5	0.3
Comprehensive	125.8	126.9	0.9
Baccalaureate	129.0	129.9	0.7
Private Institutions	126.4	127.2	0.6
Doctoral	124.9	125.4	0.4
Comprehensive	125.2	125.9	0.5
Baccalaureate	127.0	127.9	0.7

secondary education programs. Generally, SCDEs in doctoral universities required more clock hours for student field experience than did SCDEs in other institutions. Among SCDEs in private institutions, those in comprehensive universities required more clock hours in early field experience than did SCDEs in other private institutions.

Other Subject Area Requirements. The proportion of the SCDEs requiring credit hours in subject areas outside education varied somewhat, depending on specific subject areas. Most SCDEs required their students to take courses in mathematics, science, and communications (see Figure 7). Nearly one-half also required courses in computer science. About 20 percent required courses in arts and humanities and in social and behavioral science, while about 10 percent required courses in health, safety, and physical education and in "other" areas. Most SCDEs had not changed their requirements in such subject areas since 1980–81. An exception to this observation concerns the area of computer sciences. More than half the 500 institutions now requiring courses in it indicated that they had changed the requirement in the past five years (see detailed tables II.2b and 2c).

The average credit hour requirements in non-education subject areas ranged from a high of 10.1 hours in communications in 1984–85 to a low of 2.9 in computer science for students graduating from elementary education programs. With the exception of health, safety, and physical education, credit hour requirements for most non-education subject areas were even smaller in 1980–81.

Exit Testing. Since 1980–81, about 20 percent of the SCDEs have instituted exit testing in teacher education programs (see table D). Public programs were more likely than were private programs to have exit testing requirements (about 23 percent versus 14 percent). Further, SCDEs in comprehensive universities were slightly more likely than others to require that their students pass some kind of test before graduation. There was not much uniformity in the type of exit tests administered by the programs. Some used standardized content-area tests or basic skills tests; others used teacher assessment tests—mostly NTE but also tests that are mandated or prepared by states.

Credit Hour Requirement Changes in Secondary Education Teacher Programs. A majority of institutions reported no changes during the past five years for credit-hour requirements for subject majors outside education for students in secondary education programs (see detailed table II.4). About 10 percent reported a change, involving, on the average, a three-hour increase in credit hour requirements from 28.7 in 1980–81 to 31.7 in 1984–85. SCDEs in public institutions, and particularly those in comprehensive universities, reported larger increases in credit hour requirements for subject majors outside education than did other programs. In private institutions, SCDEs in comprehensive and doctoral universities reported increases while those in baccalaureate colleges reported decreases.

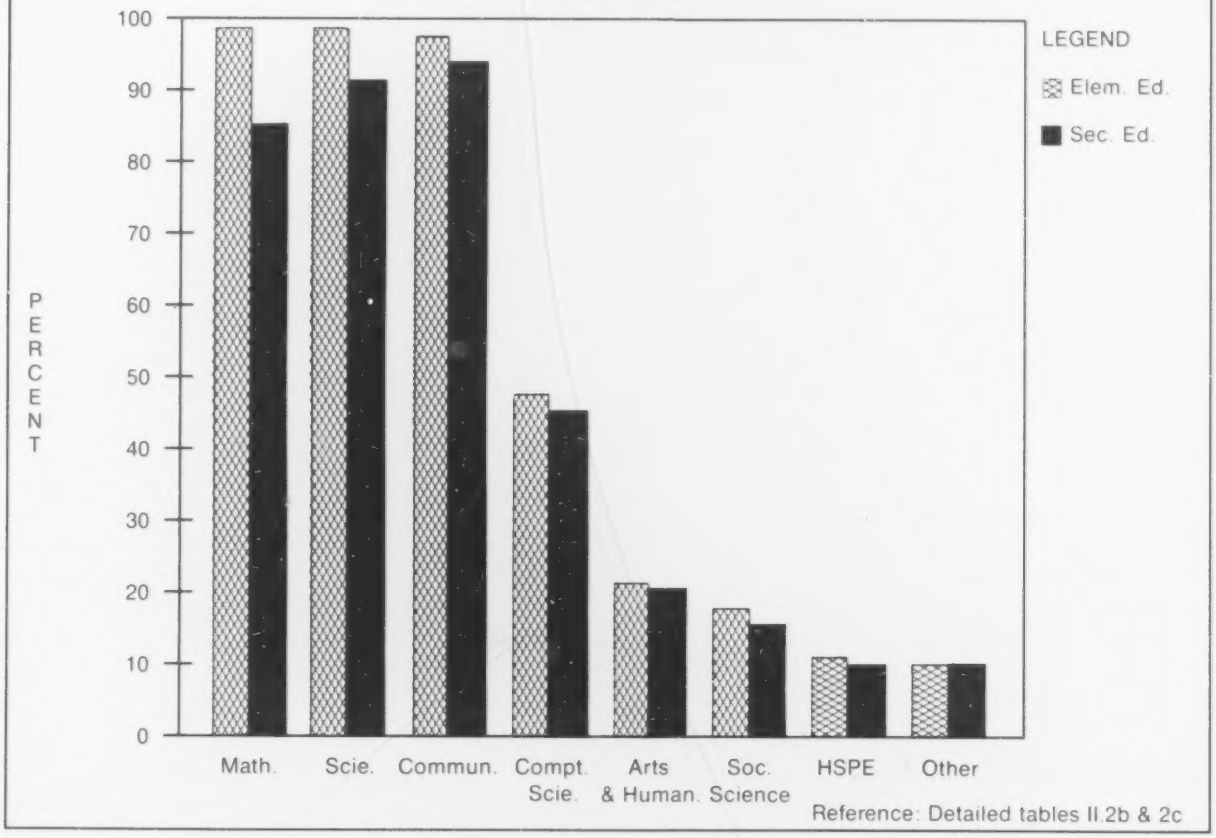
Most institutions reported that they had not changed their minimum GPA requirements for the subject majors outside education during the last five years (see detailed table II.5). Only 25 percent of the SCDEs reported that they had increased their GPA requirements. The largest increases had occurred in public baccalaureate colleges where, on average, GPA requirements increased from 1.6 in 1980–81 to 2.2 in 1984–85, and in private comprehensive universities where GPA requirements increased from 2.0 to 2.5.

TABLE D—Number and Percent of Institutions That Have Instituted "Exit Testing" in Teacher Education Programs Since 1980–81, by Control and Type of Institution

Control and Type of Institution	Elementary Education Programs		Secondary Education Programs	
	No.	%*	No.	%*
All Institutions	189	17.7	198	18.5
Public Institutions	102	23.5	99	22.8
Doctoral	20	21.1	18	18.9
Comprehensive	60	24.7	59	24.3
Baccalaureate	22	22.9	22	22.9
Private Institutions	87	13.7	99	15.6
Doctoral	4	11.8	3	8.8
Comprehensive	25	20.8	30	25.0
Baccalaureate	58	12.1	66	13.8

*Institutions with the requirement, as a percentage of all institutions with teacher education programs.

FIGURE 7
SCDEs That Require Selected Subject Areas Outside Education
1984–85



Reference: Detailed tables II.2b & 2c

Teacher Recruitment Efforts

Various methods were used to attract students to teacher preparation programs.

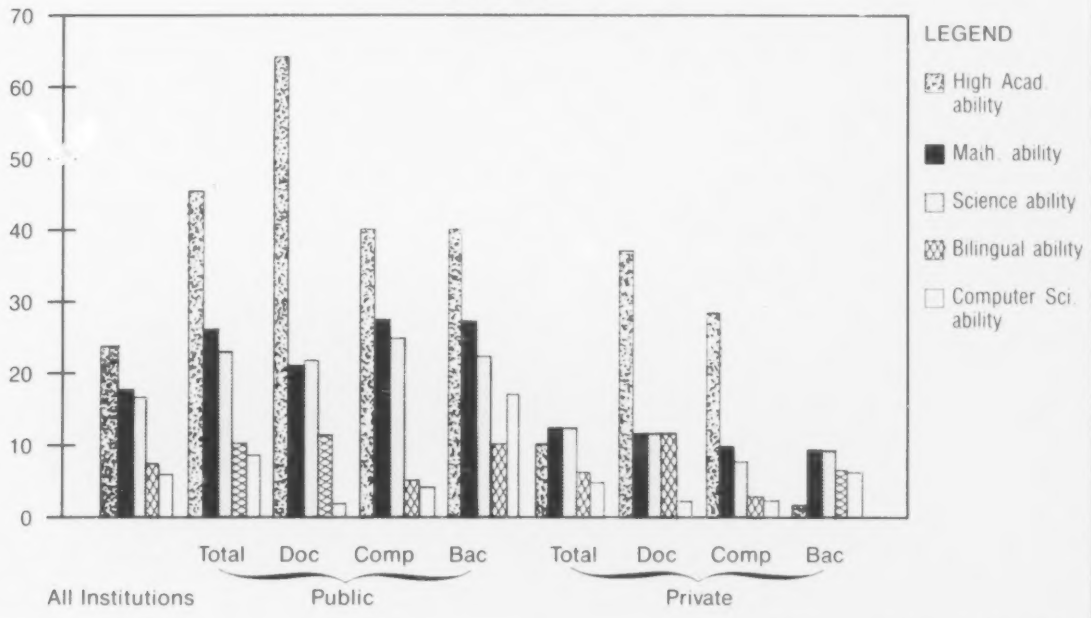
Scholarships. In general, SCDEs tend to provide incentive scholarships for students of high academic ability rather than for students of high ability in specific areas. Nearly one-fourth of the institutions provided scholarships for students of high academic ability (see figure 8). This practice was more prevalent among public (45 percent) than among private (10 percent) institutions. It was also a practice more frequent in doctoral than in other institutions.

Nearly twenty percent of the institutions also provided scholarships for students of high ability in mathematics and in science, while nearly 10 percent provided scholarships in bilingual education/ESL. In general, more public than private institutions provided scholarships. Scholarships for students with high ability in mathematics and science were more readily available in public comprehensive universities and baccalaureate colleges than in doctoral universities. In contrast, scholarships for students with language aptitude were most available in doctoral institutions.

Loan Forgiveness. Four percent of institutions offered loan forgiveness for teacher candidates if they engaged in classroom teaching, and about 10 percent offered loan forgiveness to teacher candidates majoring in specific fields (see detailed table III.2).

Recruitment Efforts. During the last five years, SCDEs seemed to have tried various recruitment methods, including personal contacts (18 percent), visits to high schools by college representatives (15 percent), inviting students to visit college (15 percent), mailings (11 percent), and college fair exhibits (8 percent) (see detailed table III.3). Some programs were also considering various other recruitment efforts, ranging from loans and scholarships (10 percent) to media contacts (2 percent) (see detailed table III.4)

FIGURE 8
SCDEs That Provide Incentive Scholarships to High Ability Students, by Control and Type of Institution
1984–85



Reference: Detailed table III.1

SUMMARY

The survey provided information on entry and graduation requirements and recruitment procedures of the nation's teacher education programs and any changes that had taken place during the period from 1980 to 1985. Although teacher education programs are housed in a variety of higher education institutions, ranging from large public doctoral universities to small private baccalaureate colleges, they appear to have relatively uniform admission and graduation standards. This uniformity possibly reflects the involvement of state agencies in setting program guidelines and determining criteria for teacher candidate certification.

A majority of the nation's SCDEs do not accept freshmen into their programs. Most have minimum GPA requirements in general studies for entering students. The average GPA requirement is nearly constant in all institutions: 2.3 for entry into elementary education programs and 2.4 for entry into secondary education programs.

The average number of credit hours required for a baccalaureate degree in education is about 127 hours and relatively constant across all institutions. On average, 43 credit hours are required in all education courses to graduate from elementary education programs, and about 30 hours to graduate from secondary education programs. Education courses constitute about one-third of all credit hours required for graduation from elementary education programs and just over one-fifth of those from secondary education programs.

Virtually all programs require their students to have teaching practica before graduation. They also require their students to take courses in principles and methods of teaching. On average, about 20 hours in such coursework are required for graduation from elementary education programs and about 9 hours from secondary education programs. Finally, most programs require early field experience of about 113 clock hours.

This is, however, where program similarities end. Only about two-fifths of the SCDEs have minimum grade requirements for completing general studies in English courses as part of their admission procedure. About one-half administer standardized or proficiency tests to screen students for admission, but there appears to be no uniformity in the type of tests administered, although some are given more frequently than others. Since 1980, one-fifth of the programs have instituted exit testing, but again there is wide variation in tests administered, possibly reflecting differences in state-mandated tests.

Recruitment methods vary, with no standardized procedures to recruit well-qualified students to teacher education programs.

Only one-fourth of the programs offer scholarships to high-ability students, and very few programs provide scholarships as a means of enticing teacher candidates to shortage areas.

Since 1980, there has been some effort to tighten admission requirements to teacher education programs, particularly in public programs which enroll and graduate most of the students. (These changes may be due to new state requirements for teachers in areas such as drug abuse education, economics education, and reading). Finally, public programs are more likely than private to have minimum grade requirements in English courses for entering students. They are more likely to require entry and exit testing, have speech and hearing tests, and provide scholarships for students of high academic ability.

This report describes changes that have taken place during 1980–85 and the current status of teacher education programs pertaining to admission/graduation requirements and recruitment efforts. Although beyond the scope of this study, the full implications of findings presented here would require comparisons with similar data for other professions education programs in the nation's colleges and universities.

DETAILED STATISTICAL TABLES

I.2a Institutions That Have a Minimum GPA Requirement for Entry into Teacher Education Programs, by Control and Type of Institution—1980–81 and 1984–85

Control and Type of Institution	1980 Institutions w/ Requirement No.	1980 Institutions w/ Requirement %*	1980 Ave. Min. GPA	1984–85 Institutions w/ Requirement No.	1984–85 Institutions w/ Requirement %*	1984–85 Ave. Min. GPA	Percentage Change 1980/1-84/5 Insts.	Percentage Change 1980/1-84/5 GPA
			Elementary Education Programs					
All Institutions	676	66.7	2.2	702	68.0	2.3	3.8	4.5
Public Institutions	303	71.6	2.2	317	74.8	2.3	4.6	4.5
Doctoral	61	68.5	2.3	69	77.5	2.4	13.1	4.3
Comprehensive	181	75.1	2.1	181	75.1	2.3	0.0	9.5
Baccalaureate	61	65.6	2.1	67	72.0	2.1	9.8	0.0
Private Institutions	373	63.1	2.3	385	63.3	2.3	3.2	0.0
Doctoral	16	55.2	2.4	16	55.2	2.5	0.0	4.2
Comprehensive	59	54.6	2.2	59	53.2	2.3	0.0	4.5
Baccalaureate	298	65.6	2.3	310	66.2	2.3	4.0	0.0
			Secondary Education Programs					
All Institutions	688	65.9	2.2	698	67.2	2.3	1.5	4.5
Public Institutions	312	72.6	2.1	327	76.2	2.3	4.8	9.5
Doctoral	66	70.2	2.3	74	77.9	2.4	12.1	4.3
Comprehensive	182	74.9	2.1	183	75.6	2.3	0.5	9.5
Baccalaureate	64	69.6	2.1	70	76.1	2.2	9.4	4.8
Private Institutions	376	61.2	2.3	371	60.8	2.4	−1.3	4.3
Doctoral	18	56.3	2.3	19	59.4	2.4	5.6	4.3
Comprehensive	59	50.4	2.2	57	50.0	2.3	−3.4	4.5
Baccalaureate	298	64.1	2.3	295	63.6	2.4	−1.0	4.3

*Institutions with the requirement as a percentage of all institutions with teacher education programs.

I.2b Minimum GPA Requirements for Entry into Elementary Education Programs, by Control and Type of Institution—1980/81 and 1984/85

Control and Type of Institution	Institutions w/ NO Requirement	Institutions Requiring Minimum GPA of— Less Than 2.0	2.0–2.4	2.5–2.9	3.0 or More
			1980–81		
All Institutions	392	11	479	182	4
Public Institutions	131	11	237	51	4
Doctoral	34	1	44	13	3
Comprehensive	61	7	142	32	1
Baccalaureate	36	3	51	6	0
Private Institutions	261	0	242	131	0
Doctoral	18	0	7	9	0
Comprehensive	61	0	37	22	0
Baccalaureate	182	0	198	100	0
			1984–85		
All Institutions	365	11	384	302	6
Public Institutions	117	11	193	107	6
Doctoral	26	1	32	31	5
Comprehensive	62	7	107	66	1
Baccalaureate	29	3	54	10	0
Private Institutions	248	0	191	195	0
Doctoral	18	0	4	12	0
Comprehensive	60	0	27	33	0
Baccalaureate	170	0	160	150	0

I.2c Minimum GPA Requirements for Entry into Secondary Education Programs, by Control and Type of Institution—1980/81 and 1984/85

Control and Type of Institution	Institutions w/ NO Requirement	Institutions Requiring Minimum GPA of—			
		Less Than 2.0	2.0–2.4	2.5–2.9	3.0 or More
	1980–81				
All Institutions	381	11	480	184	12
Public Institutions	124	11	241	54	4
Doctoral	30	1	45	16	3
Comprehensive	61	7	142	32	1
Baccalaureate	33	3	54	6	0
Private Institutions	257	0	239	130	8
Doctoral	15	0	11	8	0
Comprehensive	61	0	37	22	0
Baccalaureate	181	0	191	100	8
	1984–85				
All Institutions	370	11	366	308	13
Public Institutions	107	11	190	121	5
Doctoral	21	1	25	44	4
Comprehensive	60	7	111	64	1
Baccalaureate	26	3	54	13	0
Private Institutions	263	0	176	187	8
Doctoral	15	0	8	11	0
Comprehensive	63	0	24	33	0
Baccalaureate	185	0	144	143	8

I.3a Institutions That Have a Minimum Grade Requirement in English for Entry into Teacher Education Programs, by Control and Type of Institution—1980–81 and 1984–85

Control and Type of Institution	1980–81			1984–85		
	Institutions w/Requirement		Ave. Minimum Grade	Institutions w/Requirement		Ave. Minimum Grade
	No.	%*		No.	%*	
	Elementary Education Programs					
All Institutions	374	36.9	2.1	414	40.1	2.1
Public Institutions	200	47.3	2.0	218	51.4	2.0
Doctoral	29	32.6	1.9	33	37.1	2.0
Comprehensive	113	46.9	2.0	121	50.0	2.0
Baccalaureate	58	62.4	1.9	64	68.8	2.1
Private Institutions	174	29.4	2.1	196	32.2	2.1
Doctoral	8	27.6	2.3	8	27.6	2.3
Comprehensive	34	31.5	2.1	37	33.3	2.2
Baccalaureate	132	29.1	2.1	151	32.3	2.1
	Secondary Education Programs					
All Institutions	378	36.2	2.0	417	40.1	2.1
Public Institutions	207	48.1	2.0	227	52.9	2.1
Doctoral	29	30.9	1.9	34	35.8	2.0
Comprehensive	117	48.0	2.0	126	52.1	2.0
Baccalaureate	61	66.3	2.0	67	72.8	2.1
Private Institutions	171	27.9	2.1	190	31.1	2.1
Doctoral	8	25.0	2.1	8	25.0	2.1
Comprehensive	31	26.5	2.0	31	27.2	2.2
Baccalaureate	132	28.4	2.1	151	32.5	2.1

*Institutions with the requirement, as a percentage of all institutions with teacher education programs.

I.3b Distribution of Minimum Grade in English Required for Entry into Elementary Education Programs, by Control and Type of Institution—1980/81 and 1984/85

Control and Type of Institution	All Institutions w/ Requirement	Institutions Requiring Minimum Grades in English of— Less Than 2.0	2.0–2.4	2.5–2.9	3.0 or More
		1980–81			
All Institutions	374	24	319	7	24
Public Institutions	200	10	184	1	5
Doctoral	29	6	20	1	2
Comprehensive	113	1	109	0	3
Baccalaureate	58	3	55	0	0
Private Institutions	174	14	135	6	19
Doctoral	8	0	6	1	1
Comprehensive	34	6	20	5	3
Baccalaureate	132	8	109	0	15
		1984–85			
All Institutions	414	16	362	7	29
Public Institutions	218	5	202	1	10
Doctoral	33	4	26	1	2
Comprehensive	121	1	115	0	5
Baccalaureate	64	0	61	0	3
Private Institutions	196	11	160	6	19
Doctoral	8	0	6	1	1
Comprehensive	37	3	26	5	3
Baccalaureate	151	8	128	0	15

I.3c Distribution of Minimum Grade in English Required for Entry into Secondary Education Programs, by Control and Type of Institution—1980/81 and 1984/85

Control and Type of Institution	All Institutions w/ Requirement	Institutions Requiring Minimum Grades in English of— Less Than 2.0	2.0–2.4	2.5–2.9	3.0 or More
		1980–81			
All Institutions	378	26	325	4	23
Public Institutions	207	12	189	1	5
Doctoral	29	6	20	1	2
Comprehensive	117	3	111	0	3
Baccalaureate	61	3	58	0	0
Private Institutions	171	14	136	3	18
Doctoral	8	0	7	1	0
Comprehensive	31	6	20	2	3
Baccalaureate	132	8	109	0	15
		1984–85			
All Institutions	417	13	372	4	28
Public Institutions	227	5	211	1	10
Doctoral	34	4	27	1	2
Comprehensive	126	1	120	0	5
Baccalaureate	67	0	64	0	3
Private Institutions	190	8	161	3	18
Doctoral	8	0	7	1	0
Comprehensive	31	0	26	2	3
Baccalaureate	151	8	128	0	15

I.4a Institutions That Require Standardized Tests for Entry into Teacher Education Programs, by Control and Type of Institution—1980–81 and 1984–85

Control and Type of Institution	1980–81		1984–85		Percentage Change 1980/1-84/5
	No.	%*	No.	%*	
Elementary Education Programs					
All Institutions	242	23.8	506	49.0	109.1
Public Institutions	103	24.3	227	53.5	120.4
Doctoral	25	28.0	48	53.9	92.0
Comprehensive	62	25.7	147	60.7	137.1
Baccalaureate	16	17.2	32	34.4	100.0
Private Institutions	139	23.5	279	45.8	100.7
Doctoral	8	27.5	12	41.3	50.0
Comprehensive	15	13.8	31	27.9	106.7
Baccalaureate	116	25.5	236	50.4	103.4
Secondary Education Programs					
All Institutions	232	22.2	490	47.1	111.2
Public Institutions	96	22.3	224	52.2	133.3
Doctoral	25	26.6	51	53.6	104.0
Comprehensive	58	23.8	144	59.5	148.3
Baccalaureate	13	14.1	29	31.5	123.1
Private Institutions	136	22.1	266	43.6	95.6
Doctoral	8	25.0	13	40.6	62.5
Comprehensive	12	10.3	25	21.9	108.3
Baccalaureate	116	24.9	228	49.1	96.6

*Institutions with the requirement, as a percentage of all institutions with teacher education programs.

I.5a Other Entry Requirements for Teacher Education Programs, by Control and Type of Institution—1984–85

Control and Type of Institution	Institutions That Require							
	Interviews		Recommendations		Speech/Hearing Testing		Other	
	No.	%*	No.	%*	No.	%*	No.	%*
Elementary Education Programs								
All Institutions	112	10.9	498	48.3	396	38.4	364	35.3
Public Institutions	46	10.8	147	34.7	202	47.6	161	38.0
Doctoral	8	9.0	22	24.7	34	38.2	30	33.7
Comprehensive	35	14.5	84	34.7	126	52.1	96	39.7
Baccalaureate	3	3.2	41	44.1	42	45.2	35	37.6
Private Institutions	66	10.9	351	57.7	194	31.9	203	33.4
Doctoral	2	6.9	5	17.2	5	17.2	6	20.7
Comprehensive	14	12.6	55	49.5	42	37.8	34	30.6
Baccalaureate	50	10.7	291	62.2	147	31.4	163	34.8
Secondary Education Programs								
All Institutions	114	11.0	446	42.9	368	35.4	336	32.3
Public Institutions	45	10.5	139	32.4	184	42.9	156	36.4
Doctoral	7	7.4	20	21.1	27	28.4	27	28.4
Comprehensive	35	14.5	84	34.7	122	50.4	97	40.1
Baccalaureate	3	3.3	35	38.0	35	38.0	32	34.8
Private Institutions	69	11.3	307	50.3	184	30.2	180	29.5
Doctoral	4	12.5	8	25.0	6	18.8	8	25.0
Comprehensive	11	9.6	47	41.2	31	27.2	32	28.1
Baccalaureate	54	11.6	252	54.3	147	31.7	140	30.2

*Institutions with the requirement, as a percentage of all institutions with teacher education programs.
Note: Multiple responses were permitted; therefore, percentages may exceed 100.

I.5b Recent Changes in Other Entry Requirements, by Control and Type of Institution—1980–81 to 1984–85

Control and Type of Institution	Institutions That, in the last 5 Years, Have Changed Requirements in—							
	Interviews		Recommendations		Speech/Hearing Testing		Other	
	No.	%*	No.	%*	No.	%*	No.	%*
	Elementary Education Programs							
All Institutions	53	5.2	74	7.3	133	13.1	154	15.2
Public Institutions	22	5.2	27	6.4	71	16.8	68	16.1
Doctoral	2	2.2	5	5.6	13	14.6	15	16.9
Comprehensive	17	7.1	16	6.6	39	16.2	37	15.4
Baccalaureate	3	3.2	6	6.5	19	20.4	16	17.2
Private Institutions	31	5.2	47	8.0	62	10.5	86	14.6
Doctoral	0	0.0	3	10.3	1	3.4	1	3.4
Comprehensive	8	7.4	6	5.6	3	2.8	8	7.4
Baccalaureate	23	5.1	38	8.4	58	12.8	77	17.0
	Secondary Education Programs							
All Institutions	38	3.6	59	5.7	107	10.2	131	12.5
Public Institutions	18	4.2	20	4.7	60	14.0	68	15.8
Doctoral	1	1.1	3	3.2	8	8.5	13	13.8
Comprehensive	17	7.0	14	5.7	33	13.5	42	17.2
Baccalaureate	0	0.0	3	3.3	19	20.7	13	14.1
Private Institutions	20	3.3	39	6.4	47	7.7	63	10.3
Doctoral	0	0.0	1	3.1	1	3.1	0	0.0
Comprehensive	5	4.3	0	0.0	3	2.6	9	7.7
Baccalaureate	15	3.2	38	8.2	43	9.2	54	11.6

*Institutions with the requirement, as a percentage of all institutions with teacher education programs.

II.1a.1 Average Number of Credit Hours Required in All Education Courses by Control and Type of Institution—1980–81 and 1984–85

Control and Type of Institution	Average Number of Credit Hours		Percent Change 80-81–84-85
	1980–81	1984–85	
	Elementary Education Programs		
All Institutions	41.6	43.3	4.1
Public Institutions	42.4	44.0	3.8
Doctoral	42.5	44.9	5.6
Comprehensive	42.2	43.6	3.3
Baccalaureate	42.7	44.4	4.0
Private Institutions	41.1	42.9	4.4
Doctoral	39.5	41.9	6.1
Comprehensive	38.6	39.0	1.0
Baccalaureate	42.3	44.5	5.2
	Secondary Education Programs		
All Institutions	28.2	29.7	5.3
Public Institutions	29.1	30.8	5.8
Doctoral	28.2	30.2	7.1
Comprehensive	29.1	30.7	5.5
Baccalaureate	29.3	31.2	6.5
Private Institutions	27.6	29.1	5.4
Doctoral	23.3	25.0	7.3
Comprehensive	27.4	28.3	3.3
Baccalaureate	28.2	29.8	5.7

II.1a.2 Number of Credit Hours Required in All Education Courses in Elementary Education Programs, by Control and Type of Institution—1980–81 and 1984–85

Control and Type of Institution	All Institutions	Number of Institutions Requiring			
		< 30 Credit Hours	30–45 Credit Hours	46–60 Credit Hours	> 60 Credit Hours
		1980–81			
All Institutions	1014	136	511	264	103
Public Institutions	423	68	189	117	49
Doctoral	89	14	39	24	12
Comprehensive	241	38	108	71	24
Baccalaureate	93	16	42	22	13
Private Institutions	591	68	322	147	54
Doctoral	29	4	14	7	4
Comprehensive	108	21	59	24	4
Baccalaureate	454	43	249	116	46
		1984–85			
All Institutions	1032	89	511	287	145
Public Institutions	424	48	206	112	58
Doctoral	89	11	39	24	15
Comprehensive	242	27	119	66	30
Baccalaureate	93	10	48	22	13
Private Institutions	608	41	305	175	87
Doctoral	29	3	14	8	4
Comprehensive	111	15	62	28	6
Baccalaureate	468	23	229	139	77

II.1a.3 Number of Credit Hours Required in All Education Courses in Secondary Education Programs, by Control and Type of Institution—1980–81 and 1984–85

Control and Type of Institution	All Institutions	Number of Institutions Requiring			
		< 30 Credit Hours	30–45 Credit Hours	46–60 Credit Hours	> 60 Credit Hours
		1980–81			
All Institutions	1044	699	297	20	28
Public Institutions	430	277	135	1	17
Doctoral	94	57	34	1	2
Comprehensive	244	156	79	0	9
Baccalaureate	92	64	22	0	6
Private Institutions	614	422	162	19	11
Doctoral	32	29	3	0	0
Comprehensive	117	79	31	4	3
Baccalaureate	465	314	128	15	8
		1984–85			
All Institutions	1039	589	401	6	43
Public Institutions	429	221	189	2	17
Doctoral	95	52	39	2	2
Comprehensive	242	118	115	0	9
Baccalaureate	92	51	35	0	6
Private Institutions	610	368	212	4	26
Doctoral	32	25	7	0	0
Comprehensive	114	68	39	4	3
Baccalaureate	464	275	166	0	23

II.1b Average Number of Credit Hours Required in Student Teaching Practicum, by Control and Type of Institution—1980–81 and 1984–85

Control and Type of Institution	1980–81 Insts. with Requirement No.	1980–81 Insts. with Requirement %*	1980–81 Ave. No. Credit Hours	1984–85 Insts. with Requirement No.	1984–85 Insts. with Requirement %*	1984–85 Ave. No. Credit Hours	Percentage Change in Credit Hours 80/81–84/85
	Elementary Education Programs						
All Institutions	1009	94.5	9.9	1026	96.1	10.3	4.0
Public Institutions	422	97.2	10.1	421	97.0	10.7	5.9
Doctoral	89	93.7	10.4	88	92.6	10.8	3.8
Comprehensive	240	98.8	10.1	240	98.8	10.5	4.0
Baccalaureate	93	96.9	10.1	93	96.9	10.9	7.9
Private Institutions	587	92.6	9.7	605	95.4	10.2	5.2
Doctoral	29	85.3	9.1	29	85.3	10.0	9.9
Comprehensive	105	87.5	10.1	108	90.0	10.1	0.0
Baccalaureate	453	94.4	9.7	468	97.5	10.2	5.2
	Secondary Education Programs						
All Institutions	1044	97.8	9.3	1037	97.1	9.9	6.5
Public Institutions	431	99.3	9.4	427	98.4	10.1	7.4
Doctoral	95	100.0	9.4	94	98.9	9.8	4.3
Comprehensive	243	100.0	9.4	240	98.8	10.1	7.4
Baccalaureate	93	96.9	9.4	93	96.9	10.3	9.6
Private Institutions	613	96.7	9.3	610	96.2	9.8	5.4
Doctoral	31	91.2	8.2	31	91.2	8.9	8.5
Comprehensive	117	97.5	9.5	114	95.0	9.7	2.1
Baccalaureate	465	96.9	9.3	465	96.9	10.0	7.5

*Institutions with the requirements, as a percentage of all institutions with teacher education programs.

II.1c. Average Number of Credit Hours Required in Principles and Methods of Education, by Control and Type of Institution—1980–81 and 1984–85

Control and Type of Institution	1980–81 Insts. with Requirement No.	1980–81 Insts. with Requirement %*	1980–81 Ave. No. Credit Hours	1984–85 Insts. with Requirement No.	1984–85 Insts. with Requirement %*	1984–85 Ave. No. Credit Hours	Percentage Change in Credit Hours 80/81–84/85
	Elementary Education Programs						
All Institutions	1009	94.5	19.1	1027	96.2	19.9	4.2
Public Institutions	419	96.5	19.6	419	96.5	20.3	3.6
Doctoral	89	93.7	21.3	89	93.7	22.5	5.6
Comprehensive	240	98.8	20.0	240	98.8	20.5	2.5
Baccalaureate	90	93.8	18.3	90	93.8	19.2	4.9
Private Institutions	590	93.1	18.8	608	95.9	19.7	4.8
Doctoral	29	85.3	19.3	29	85.3	19.0	−1.6
Comprehensive	108	90.0	17.0	111	92.5	18.2	7.1
Baccalaureate	453	94.4	19.5	468	97.5	20.4	4.6
	Secondary Education Programs						
All Institutions	1040	97.4	8.4	1037	97.1	9.1	8.3
Public Institutions	427	98.4	8.9	427	98.4	9.6	7.9
Doctoral	94	98.9	9.1	95	100.0	10.1	11.0
Comprehensive	243	100.0	9.3	242	99.6	9.8	5.4
Baccalaureate	90	93.8	8.1	90	93.8	9.0	11.1
Private Institutions	613	96.7	8.1	610	96.2	8.8	8.6
Doctoral	31	91.2	7.3	31	91.2	8.0	9.6
Comprehensive	117	97.5	7.1	114	95.0	7.5	5.6
Baccalaureate	465	96.9	8.6	465	96.9	9.4	9.3

*Institutions with the requirements, as a percentage of all institutions with teacher education programs.

II.1d. Average Number of Clock Hours Required in Early Field Experiences by Control and Type of Institution—1980–81 and 1984–85

Control and Type of Institution	1980–81 Insts. with Requirement No.	1980–81 Insts. with Requirement %*	1980–81 Ave. No. Clock Hours	1984–85 Insts. with Requirement No.	1984–85 Insts. with Requirement %*	1984–85 Ave. No. Clock Hours	Percentage Change in Clock Hours 80/81–84/85
			Elementary Education Programs				
All Institutions	919	86.0	100.3	989	92.6	112.9	12.6
Public Institutions	374	86.2	90.7	398	91.7	106.4	17.3
Doctoral	80	84.2	124.6	87	91.6	131.8	5.8
Comprehensive	211	86.8	86.8	221	90.9	103.4	19.1
Baccalaureate	83	86.5	86.3	90	93.8	103.3	19.7
Private Institutions	545	86.0	105.9	591	93.2	116.7	10.2
Doctoral	24	70.6	122.0	25	73.5	133.3	9.3
Comprehensive	95	79.2	135.7	102	85.0	137.2	1.1
Baccalaureate	426	88.8	92.7	464	96.7	106.9	15.3
			Secondary Education Programs				
All Institutions	915	85.7	73.2	970	90.8	84.5	15.4
Public Institutions	364	83.9	64.3	392	90.3	77.3	20.2
Doctoral	81	85.3	86.7	88	92.6	92.3	6.5
Comprehensive	203	83.5	63.3	218	89.7	77.6	22.6
Baccalaureate	80	83.3	58.5	86	89.6	71.5	22.2
Private Institutions	551	86.9	78.5	578	91.2	88.7	13.0
Doctoral	22	64.7	77.5	24	70.6	76.7	−1.0
Comprehensive	104	86.7	90.7	101	84.2	100.7	11.0
Baccalaureate	425	88.5	73.9	453	94.4	85.5	15.7

*Institutions with the requirements, as a percentage of all institutions with teacher education programs.

II.2b Institutions That Require Courses in Selected Subject Areas and Degree of Change in Requirements from 1980–81 to 1984–85 in Elementary Education Programs, by Control and Type of Institution

Control and Type of Institution	All Institutions Requiring Courses		Institutions w/ NO CHANGE in Requirements 1980/81–1984/85		Institutions w/ CHANGE in Requirements 1980/81–1984/85	
	No.	%*	No.	%*	No.	%*
			Mathematics			
All Institutions	1043	97.7	832	77.9	211	19.8
Public Institutions	425	97.9	335	77.2	90	20.7
Doctoral	93	97.9	73	76.8	20	21.1
Comprehensive	239	98.4	204	84.0	35	14.4
Baccalaureate	93	96.9	58	60.4	35	36.5
Private Institutions	618	97.5	497	78.3	121	19.1
Doctoral	33	97.1	25	73.5	8	23.5
Comprehensive	120	100.0	89	74.2	31	25.8
Baccalaureate	465	96.9	383	79.8	82	17.1
			Science			
All Institutions	1042	97.6	863	80.8	179	16.8
Public Institutions	422	97.2	351	80.9	71	16.4
Doctoral	93	97.9	73	76.8	20	21.1
Comprehensive	236	97.1	214	88.1	22	9.1
Baccalaureate	93	96.9	64	66.7	29	30.2
Private Institutions	620	97.8	512	80.8	108	17.0
Doctoral	31	91.2	21	61.8	10	29.4
Comprehensive	117	97.5	89	74.2	28	23.3
Baccalaureate	472	98.3	402	83.8	70	14.6
			Communications			
All Institutions	1032	96.6	859	80.4	173	16.2
Public Institutions	412	94.9	343	79.0	69	15.9
Doctoral	91	95.8	74	77.9	17	17.9
Comprehensive	232	95.5	199	81.9	33	13.6
Baccalaureate	89	92.7	70	72.9	19	19.8
Private Institutions	620	97.8	516	81.4	104	16.4
Doctoral	33	97.1	24	70.6	9	26.5
Comprehensive	115	95.8	90	75.0	25	20.8
Baccalaureate	472	98.3	402	83.8	70	14.6
			Computer Science			
All Institutions	499	46.7	201	18.8	298	27.9
Public Institutions	186	42.9	73	16.8	113	26.0
Doctoral	43	45.3	10	10.5	33	34.7
Comprehensive	101	41.6	47	19.3	54	22.2
Baccalaureate	42	43.8	16	16.7	26	27.1
Private Institutions	313	49.4	128	20.2	185	29.2
Doctoral	16	47.1	4	11.8	12	35.3
Comprehensive	65	54.2	28	23.3	37	30.8
Baccalaureate	232	48.3	96	20.0	136	28.3

II.2b—Continued

Control and Type of Institution	All Institutions Requiring Courses		Institutions w/ NO CHANGE in Requirements 1980/81–1984/85		Institutions w/ CHANGE in Requirements 1980/81–1984/85	
	No.	%*	No.	%*	No.	%*
			Arts & Humanities			
All Institutions	226	21.2	145	13.6	81	7.6
Public Institutions	96	22.1	46	10.6	50	11.5
Doctoral	27	28.4	4	4.2	23	24.2
Comprehensive	53	21.8	39	16.0	14	5.8
Baccalaureate	16	16.7	3	3.1	13	13.5
Private Institutions	130	20.5	99	15.6	31	4.9
Doctoral	12	35.3	5	14.7	7	20.6
Comprehensive	36	30.0	24	20.0	12	10.0
Baccalaureate	82	17.1	70	14.6	12	2.5
			Social & Behavioral Science			
All Institutions	196	18.4	133	12.5	63	5.9
Public Institutions	84	19.4	54	12.4	30	6.9
Doctoral	20	21.1	10	10.5	10	10.5
Comprehensive	48	19.8	41	16.9	7	2.9
Baccalaureate	16	16.7	3	3.1	13	13.5
Private Institutions	112	17.7	79	12.5	33	5.2
Doctoral	6	17.6	1	2.9	5	14.7
Comprehensive	39	32.5	27	22.5	12	10.0
Baccalaureate	67	14.0	51	10.6	16	3.3
			Health, Safety, Physical Education			
All Institutions	119	11.1	76	7.1	43	4.0
Public Institutions	49	11.3	34	7.8	15	3.5
Doctoral	12	12.6	3	3.2	9	9.5
Comprehensive	31	12.8	28	11.5	3	1.2
Baccalaureate	6	6.3	3	3.1	3	3.1
Private Institutions	70	11.0	42	6.6	28	4.4
Doctoral	7	20.6	0	0.0	7	20.6
Comprehensive	28	23.3	19	15.8	9	7.5
Baccalaureate	35	7.3	23	4.8	12	2.5

II.2c Institutions That Require Courses in Selected Subject Areas and Degree of Change in Requirements from 1980–81 to 1984–85 in Secondary Education Programs, by Control and Type of Institution

Control and Type of Institution	All Institutions Requiring Courses		Institutions w/ NO CHANGE in Requirements 1980-81–1984-85		Institutions w/ CHANGE in Requirements 1980-81–1984-85	
	No.	%*	No.	%*	No.	%*
			Mathematics			
All Institutions	899	84.2	758	71.0	141	13.2
Public Institutions	361	83.2	304	70.0	57	13.1
Doctoral	78	82.1	67	70.5	11	11.6
Comprehensive	200	82.3	183	75.3	17	7.0
Baccalaureate	83	86.5	54	56.3	29	30.2
Private Institutions	538	84.9	454	71.6	84	13.2
Doctoral	27	79.4	20	58.8	7	20.6
Comprehensive	97	80.8	85	70.8	12	10.0
Baccalaureate	414	86.3	349	72.7	65	13.5
			Science			
All Institutions	973	91.1	861	80.6	112	10.5
Public Institutions	382	88.0	336	77.4	46	10.6
Doctoral	85	89.5	78	82.1	7	7.4
Comprehensive	210	86.4	197	81.1	13	5.3
Baccalaureate	87	90.6	61	63.5	26	27.1
Private Institutions	591	93.2	525	82.8	66	10.4
Doctoral	27	79.4	20	58.8	7	20.6
Comprehensive	108	90.0	99	82.5	9	7.5
Baccalaureate	456	95.0	406	84.6	50	10.4
			Communications			
All Institutions	996	93.3	882	82.6	114	10.7
Public Institutions	404	93.1	352	81.1	52	12.0
Doctoral	88	92.6	80	84.2	8	8.4
Comprehensive	227	93.4	202	83.1	25	10.3
Baccalaureate	89	92.7	70	72.9	19	19.8
Private Institutions	592	93.4	530	83.6	62	9.8
Doctoral	28	82.4	21	61.8	7	20.6
Comprehensive	111	92.5	99	82.5	12	10.0
Baccalaureate	453	94.4	410	85.4	43	9.0
			Computer Science			
All Institutions	482	45.1	238	22.3	244	22.8
Public Institutions	170	39.2	84	19.4	86	19.8
Doctoral	41	43.2	18	18.9	23	24.2
Comprehensive	87	35.8	50	20.6	37	15.2
Baccalaureate	42	43.8	16	16.7	26	27.1
Private Institutions	312	49.2	154	24.3	158	24.9
Doctoral	13	38.2	4	11.8	9	26.5
Comprehensive	59	49.2	34	28.3	25	20.8
Baccalaureate	240	50.0	116	24.2	124	25.8

II.2c—Continued

Control and Type of Institution	All Institutions Requiring Courses		Institutions w/ NO CHANGE in Requirements 1980/81–1984/85		Institutions w/ CHANGE in Requirements 1980/81–1984/85	
	No.	%*	No.	%*	No.	%*
	Arts and Humanities					
All Institutions	208	19.5	129	12.1	79	7.4
Public Institutions	83	19.1	48	11.1	35	8.1
Doctoral	22	23.2	9	9.5	13	13.7
Comprehensive	45	18.5	36	14.8	9	3.7
Baccalaureate	16	16.7	3	3.1	13	13.5
Private Institutions	125	19.7	81	12.8	44	6.9
Doctoral	13	38.2	9	26.5	4	11.8
Comprehensive	31	25.8	22	18.3	9	7.5
Baccalaureate	81	16.9	50	10.4	31	6.5
	Social & Behavioral Science					
All Institutions	159	14.9	127	11.9	32	3.0
Public Institutions	60	13.8	52	12.0	8	1.8
Doctoral	14	14.7	10	10.5	4	4.2
Comprehensive	37	15.2	36	14.8	1	0.4
Baccalaureate	9	9.4	6	6.3	3	3.1
Private Institutions	99	15.6	75	11.8	24	3.8
Doctoral	8	23.5	5	14.7	3	8.8
Comprehensive	25	20.8	19	15.8	6	5.0
Baccalaureate	66	13.8	51	10.6	15	3.1
	Health, Safety, Physical Education					
All Institutions	109	10.2	84	7.9	25	2.3
Public Institutions	37	8.5	33	7.6	4	0.9
Doctoral	7	7.4	6	6.3	1	1.1
Comprehensive	24	9.9	24	9.9	0	0.0
Baccalaureate	6	6.3	3	3.1	3	3.1
Private Institutions	72	11.4	51	8.0	21	3.3
Doctoral	4	11.8	1	2.9	3	8.8
Comprehensive	18	15.0	15	12.5	3	2.5
Baccalaureate	50	10.4	35	7.3	15	3.1

II.4 Changes in Subject Majors Credit Hour Requirements in the Last Five Years in Secondary Education Programs

Control and Type of Institution	Institutions Without Change		Institutions Reporting Change		Ave. Credit Hour Requirements		Percent Change
	No.	%*	No.	%*	Prev.	Curr.	
All Institutions	934	87.5	104	9.7	28.7	31.7	10.5
Public Institutions	381	87.8	50	11.5	29.6	38.0	28.4
Doctoral	83	87.4	12	12.6	28.0	33.0	17.9
Comprehensive	221	90.9	22	9.1	27.6	37.7	36.6
Baccalaureate	77	80.2	16	16.7	33.8	40.4	19.5
Private Institutions	553	87.2	54	8.5	28.3	28.0	−1.1
Doctoral	29	85.3	3	8.8	27.0	36.0	33.3
Comprehensive	98	81.7	16	13.3	28.6	36.5	27.6
Baccalaureate	426	88.8	35	7.3	28.3	23.9	−15.5

*Institutions with the requirement, as a percentage of all institutions with secondary ed. teacher education programs.

II.5 Changes in Subject Matter GPA Requirements in the Last Five Years in Secondary Education Programs

Control and Type of Institution	Institutions Without Change		Institutions Reporting Change		Average GPA Requirements		Percent Change
	No.	%*	No.	%*	Prev.	Curr.	
All Institutions	759	71.1	274	25.7	2.0	2.4	20.0
Public Institutions	298	68.7	133	30.6	1.9	2.3	21.1
Doctoral	70	73.7	25	26.3	1.9	2.3	21.1
Comprehensive	154	63.4	89	36.6	2.1	2.4	14.3
Baccalaureate	74	77.1	19	19.8	1.6	2.2	37.5
Private Institutions	461	72.7	141	22.2	2.1	2.5	19.0
Doctoral	27	79.4	4	11.8	2.0	2.4	20.0
Comprehensive	82	68.3	32	26.7	2.0	2.5	25.0
Baccalaureate	352	73.3	105	21.9	2.2	2.5	13.6

*Institutions with the requirement, as a percentage of all institutions with secondary ed. teacher education programs.

III.1 Scholarship Incentives Used to Attract Students to Teacher Education Programs

Control and Type of Institution	Institutions That Provide Incentive Scholarships to Students with—											
	High Academic Ability		High Ability in									
			Math		Science		Bi-lingual Education		Computer Science		Other Fields	
	No.	%*	No.	%*	No.	%*	No.	%*	No.	%*	No.	%*
All Institutions	258	24.2	196	18.4	182	17.0	88	8.2	62	5.8	83	7.8
Public Institutions	196	45.2	114	26.3	103	23.7	44	10.1	29	6.7	41	9.4
Doctoral	61	64.2	20	21.1	21	22.1	11	11.6	2	2.1	12	12.6
Comprehensive	97	39.9	68	28.0	60	24.7	23	9.5	11	4.5	23	9.5
Baccalaureate	38	39.6	26	27.1	22	22.9	10	10.4	16	16.7	6	6.3
Private Institutions	62	9.8	82	12.9	79	12.5	44	6.9	33	5.2	42	6.6
Doctoral	13	38.2	4	11.8	4	11.8	4	11.8	1	2.9	1	2.9
Comprehensive	34	28.3	12	10.0	9	7.5	5	4.2	5	4.2	6	5.0
Baccalaureate	15	3.1	66	13.8	66	13.8	35	7.3	27	5.6	35	7.3

*Institutions with the program, as a percentage of all institutions with teacher education programs.

III.2 Loan Forgiveness Programs

Control and Type of Institution	Institutions That Offer Loan Forgiveness Program to—									
	All Teacher Education Program Participants		Teacher Education Program Participants Majoring in—							
			Math		Science		Humanities		Other	
	No.	%*	No.	%*	No.	%*	No.	%*	No.	%*
All Institutions	38	3.6	51	4.8	44	4.1	0	0.0	12	1.1
Public Institutions	28	6.5	37	8.5	34	7.8	0	0.0	5	1.2
Doctoral	2	2.1	10	10.5	10	10.5	0	0.0	4	4.2
Comprehensive	20	8.2	27	11.1	24	9.9	0	0.0	1	0.4
Baccalaureate	6	6.3	0	0.0	0	0.0	0	0.0	0	0.0
Private Institutions	10	1.6	14	2.2	10	1.6	0	0.0	7	1.1
Doctoral	1	2.9	0	0.0	0	0.0	0	0.0	0	0.0
Comprehensive	5	4.2	2	1.7	2	1.7	0	0.0	3	2.5
Baccalureate	4	0.8	12	2.5	8	1.7	0	0.0	4	0.8

*Institutions with the program as a percentage of all institution with teacher education programs.

III.3 Recruitment Efforts in the Last Five Years

Control & Type of Institution	Mailings		Visit to College by Students		Visits to High Schools by Coll. Reps		College Fairs Exhibits		Personal Contacts	
	No.	%*	No.	%*	No.	%*	No.	%*	No.	%*
All Institutions	122	11.4	156	14.6	163	15.3	82	7.7	191	17.9
Public Institutions	75	17.3	75	17.3	77	17.7	47	10.8	79	18.2
Doctoral	22	23.2	19	20.0	18	18.9	13	13.7	19	20.0
Comprehensive	40	16.5	47	19.3	43	17.7	24	9.9	45	18.5
Baccalaureate	13	13.5	9	9.4	16	16.7	10	10.4	15	15.6
Private Institutions	47	7.4	81	12.8	86	13.6	35	5.5	112	17.7
Doctoral	1	2.9	6	17.6	2	5.9	4	11.8	5	14.7
Comprehensive	11	9.2	9	7.5	26	21.7	7	5.8	29	24.2
Baccalaureate	35	7.3	66	13.8	58	12.1	24	5.0	78	16.3

Control & Type of Institution	Media Contacts		Loans/Schps		Recruitment at H.S. & Jr. Colls.		Other	
	No.	%*	No.	%*	No.	%*	No.	%*
All Institutions	66	6.2	39	3.7	101	9.5	73	6.8
Public Institutions	39	9.0	21	4.8	70	16.1	41	9.4
Doctoral	6	6.3	4	4.2	15	15.8	7	7.4
Comprehensive	24	9.9	14	5.8	49	20.2	31	12.8
Baccalaureate	9	9.4	3	3.1	6	6.3	3	3.1
Private Institutions	27	4.3	18	2.8	31	4.9	32	5.0
Doctoral	1	2.9	3	8.8	12	35.3	1	2.9
Comprehensive	6	5.0	3	2.5	19	15.8	11	9.2
Baccalaureate	20	4.2	12	2.5	0	0.0	20	4.2

*Institutions with the program as a percentage of all institutions with teacher education programs.

III.4 Recruitment Efforts Under Consideration

Control & Type of Institution	Mailings		Visit to College by Students		Visits to High Schools by Coll. Reps		College Fairs Exhibits		Personal Contacts	
	No.	%*	No.	%*	No.	%*	No.	%*	No.	%*
All Institutions	33	3.1	19	1.8	42	3.9	17	1.6	12	1.1
Public Institutions	13	3.0	6	1.4	26	6.0	16	3.7	6	1.4
Doctoral	3	3.2	2	2.1	6	6.3	3	3.2	3	3.2
Comprehensive	10	4.1	1	0.4	14	5.8	10	4.1	3	1.2
Baccalaureate	0	0.0	3	3.1	6	6.3	3	3.1	0	0.0
Private Institutions	20	3.2	13	2.1	16	2.5	1	0.2	6	0.9
Doctoral	0	0.0	1	2.9	0	0.0	1	2.9	1	2.9
Comprehensive	8	6.7	0	0.0	0	0.0	0	0.0	5	4.2
Baccalaureate	12	2.5	12	2.5	16	3.3	0	0.0	0	0.0

Control & Type of Institution	Media Contacts		Loans/Schps		Recruitment at H.S. & Jr. Colls.		Other	
	No.	%*	No.	%*	No.	%*	No.	%*
All Institutions	22	2.1	104	9.7	32	3.0	63	5.9
Public Institutions	20	4.6	52	12.0	16	3.7	53	12.2
Doctoral	6	6.3	18	18.9	8	8.4	15	15.8
Comprehensive	11	4.5	28	11.5	8	3.3	26	10.7
Baccalaureate	3	3.1	6	6.3	0	0.0	12	12.5
Private Institutions	2	0.3	52	8.2	16	2.5	10	1.6
Doctoral	0	0.0	1	2.9	4	11.8	1	2.9
Comprehensive	2	1.7	12	10.0	0	0.0	5	4.2
Baccalaureate	0	0.0	39	8.1	12	2.5	4	0.8

*Institutions with the program as a percentage of all institutions with teacher education programs.

APPENDIX A: SURVEY INSTRUMENT

AMERICAN COUNCIL ON EDUCATION

Higher Education Panel

December 21, 1984

Dear Colleague,

Attached is Higher Education Panel Survey No. 67, "Recent Changes in Teacher Education Programs." It is sponsored by the U.S. Department of Education for the purpose of identifying recent changes in teacher preparation programs at the schools, colleges, and departments of education (SCDE) at higher education institutions throughout the country.

Recently attention has been drawn to the issue of quality in elementary and secondary teaching. The objective of this survey is to gauge changes over the last five years at the nation's colleges of education in three areas related to the quality of teachers and their preparation--entry requirements, programmatic changes, and recruitment. We realize that many schools of education have revised their programs in these areas during the seventies, but the focus of this survey is to illuminate trends in the first half of this decade. The results of this study will provide the Department of Education with reliable data needed to develop more effective policies regarding teacher education.

Please understand that your institution's response will be protected to the maximum extent permissible by law. As with all our surveys, the data you provide will be reported in summary fashion only and will not be identifiable with your institution. This survey is authorized by the National Science Foundation Act of 1950, as amended. Although you are not required to respond, your cooperation is needed to make the results comprehensive, reliable, and timely.

The completed questionnaire is due back to the Higher Education Panel by January 31, 1985. If you have any problems or questions, please do not hesitate to telephone us collect at (202)833-4757.

Thank you for your assistance.

Sincerely,

Frank J. Atelsek

Frank J. Atelsek
Panel Director

Enclosure

One Dupont Circle, Washington, D.C. 20036-1193 (202) 833-4757

AMERICAN COUNCIL ON EDUCATION

Higher Education Panel Survey No. 67

RECENT CHANGES in TEACHER EDUCATION PROGRAMS

OMB #3145-0009
Exp. 03/31/87

Please indicate the the credit hour system that your institution is currently using

- ☐ Semester hours
- ☐ Quarter hours
- ☐ Other; specify. _____

PART I: Entry Requirements

Indicate the specific minimum requirements at your **school/college/department of education (SCDE)** for admittance into the undergraduate teacher preparation program. Report academic year 1984–85 requirements and those in force in academic year 1980–81.

1. If your SCDE admits freshmen to the program, check here ☐ and proceed to question 4.

2. Was/is a minimum grade point average (GPA) in **general studies courses** required by your SCDE for entry into its teacher education program(s)? If yes, indicate the minimum GPA required for entry.

General studies courses are those outside the SCDE that are generally required of all students at your institution.

Elementary Education Program		Secondary Education Program	
1980–81	1984–85	1980–81	1984–85
☐ No	☐ No	☐ No	☐ No
☐ Yes; Minimum GPA: ___	☐ Yes; Minimum GPA: ___	☐ Yes; Minimum GPA: ___	☐ Yes; Minimum GPA: ___

3. What is the minimum grade required for completing general studies English course(s) for entry into your SCDE?
If **NOT APPLICABLE**, check here. ☐

Elementary Education Program		Secondary Education Program	
1980–81	1984–85	1980–81	1984–85
_____	_____	_____	_____

4. In order to qualify for admittance into your SCDE's teacher preparation program(s), must a student pass a standardized or proficiency test **in addition to** any required of all students entering your institution?

1980–81
☐ No ☐ Yes. If yes, indicate the name of the test and the minimum score required for admittance.
Elementary Ed. Program. Test name _____ Minimum passing score _____
Secondary Ed. Program. Test name _____ Minimum passing score _____

1984–85
☐ No ☐ Yes. If yes, indicate the name of the test and the minimum score required for admittance.
Elementary Ed. Program. Test name _____ Minimum passing score _____
Secondary Ed. Program. Test name _____ Minimum passing score _____

5. Are there **other entry requirements,** such as departmental recommendations, mathematics proficiency, speech testing, etc?

Elementary Education Program

☐ No ☐ Yes. If yes, specify the entry requirement(s), and indicate any changes in the requirement that have been made in the last five years (1980/81–1984/85).

Entry Requirement	Changes in the last five years: From	To
_____	_____	_____
_____	_____	_____

Secondary Education Program

☐ No ☐ Yes. If yes, specify the entry requirement(s), and indicate any changes in the requirement that have been made in the last five years (1980/81–1984/85).

Entry Requirement	Changes in the last five years: From	To
_____	_____	_____
_____	_____	_____

Part II: Program Changes

How many credit hours (total) were/are required for a baccalaureate degree in your teacher preparation program?

1980–81 _____ credit hours 1984–85 _____ credit hours

A. In this part, please indicate changes in teacher education programs over the last five academic years (1980–81 to 1984–85).

1. Indicate for each year and type of program the number of *hours* that a student must have completed in the subjects listed below in order to graduate:	Elementary Education Program		Secondary Education Program	
	1980–81	1984–85	1980–81	1984–85
a. Credit hours in *all education courses*, including teaching practicum, professional studies, etc.	_____	_____	_____	_____
b. Credit hours in student teaching practicum	_____	_____	_____	_____
c. Credit hours in principles and methods of education	_____	_____	_____	_____
d. Clock hours (not credit hours) in Early Field Experiences	_____	_____	_____	_____

2. Has there been a change in the number of credit hours in the specific subject areas listed below that elementary and secondary teacher candidates are required to take?	Elementary Education Program				Secondary Education Program			
	Courses Are Not Required	Courses Are Required—but No Change	No. of Credit Hours Changed From:	To:	Courses Are Not Required	Courses Are Required—but No Change	No. of Credit Hours Changed From:	To:
a. Mathematics	☐	☐	_____	_____	☐	☐	_____	_____
b. Science	☐	☐	_____	_____	☐	☐	_____	_____
c. Communications, oral and written	☐	☐	_____	_____	☐	☐	_____	_____
d. Computer science	☐	☐	_____	_____	☐	☐	_____	_____
e. Other; specify. _____	☐	☐	_____	_____	☐	☐	_____	_____

3. Since 1980–81, has your teacher preparation program been changed to require students to pass special tests, such as competency tests, comprehensive exams, state or national teachers tests, etc. in order to earn a baccalaureate?

☐ No
☐ Yes. If yes, specify the required test(s). Elementary Ed. Program _____
Secondary Ed. Program _____

B. Changes in secondary education programs only.

4. Have the number of credit hours required for *secondary teacher education* students in their subject majors (other than education) changed overall in the last 5 years? ☐ No Change ☐ Yes, changed from ___ hours to ___ hours

5. For *secondary teacher education* students, did the minimum required grade-point average (GPA) requirements for the subject major(s) change? ☐ No Change ☐ Yes, minimum GPA requirement changed from ___ to ___

Part III: Teacher Recruitment Efforts

Does your SCDE use any of the practices listed below to attract students into the teacher education program?

Do not include practices or programs that are sponsored by the state or other external agencies such as state-sponsored scholarship programs or loan forgiveness programs. Report only those practices that are sponsored by your SCDE.

1. Provide teacher education scholarships for students of high academic ability — ___ Yes ___ No

2. Provide teacher education scholarships for students of high ability in the particular fields listed below:

   Mathematics — ___ Yes ___ No

   Science — ___ Yes ___ No

   Bilingual education/ESL — ___ Yes ___ No

   Computer Science — ___ Yes ___ No

   Other; specify _____ — ___ Yes ___ No

3. Offer loan forgiveness to **all** participants in teacher preparation programs if they **engage in classroom teaching** — ___ Yes ___ No

4. Offer loan forgiveness to teacher candidates majoring in a particular field only — ___ Yes ___ No

   Specify field: _____

   Specify field: _____

5. List below any other recruitment efforts **implemented** at your SCDE over the last five academic years (specify):

   _____

   _____

   _____

6. List below any other recruitment efforts **considered** at your SCDE to encourage students to enter the teacher education program.

   _____

   _____

   _____

Thank you for your assistance. Please return this form by **January 31, 1985** to:

Higher Education Panel
American Council on Education
One Dupont Circle
Washington, DC 20036

Please keep a copy of this form for your records.
Person completing the form:

Name _____

Title _____

Telephone _____

APPENDIX B: TECHNICAL NOTES

The survey instrument was sent to 489 Panel institutions that awarded at least one baccalaureate in education. Excluded were two-year colleges (because they do not grant baccalaureates) and specialized institutions (because so few grant baccalaureates in education). Usable responses were received from 399 institutions, for an overall response rate of 82 percent. Table B-1 shows the population and responses by stratum.

Weighting

Data from 399 institutions were statistically adjusted to represent the population of 1,068 institutions granting baccalaureates in education. Data received from Panel members were adjusted for item and institutional nonresponse within each cell. Then institutional weights were applied to panel data (based on the ratio of responding institutions to the number of institutions in the population) to project estimates representative of the national population.

Comparison of Respondents and Nonrespondents

Table B-2 presents information on survey respondents and nonrespondents on selected variables. Higher than average responses were recorded for doctoral universities, and for large institutions. Institutions with full-time equivalent enrollments of less than 2,000 had lower than average response rates.

Reliability of Survey Estimates

Because the statistics presented in this report are based on a sample, they will differ somewhat from the figures which would have been obtained if a complete census had been taken using the same survey instrument, instructions, and procedures. As in any survey, the results are also subject to reporting and processing errors and errors due to nonresponse. To the extent possible, these types of errors were kept to a minimum by methods built into the survey procedures.

The standard error is primarily a measure of sampling variability—that is, the variations that might occur by chance because only a sample of institutions has been surveyed. Table B-3 presents the 90 percent confidence intervals for question II-1. The 90 percent confidence interval for credit hour requirements in all education courses for students in elementary education programs is plus or minus 1.22. Thus, chances are about 90 out of 100 that a complete survey of all institutions with such programs would have shown the number of credit hours in all education courses required to graduate from an elementary education program to be no more than 44.52 and no less than 42.08.

TABLE B-1—Stratification Design

Cell	Type of Institution	Population	Respondents
	Total	1,068	399
Certainty subdomain			
01	Public universities	95	86
02	Private universities	34	26
03	Public comprehensive	87	68
04	Private comprehensive	20	13
Probability subdomain			
08	Public comprehensive	54	29
09	Public comprehensive	102	36
10	Private comprehensive	100	34
11	Public baccalaureate	96	30
12	Private baccalaureate	120	30
13	Private baccalaureate	360	47

TABLE B-2—Comparison of Respondents and Nonrespondents

(In percentages)

Institutional Characteristics	Respondents (N = 399)	Nonrespondents (N = 90)	Response Rate
Total	100.0	100.0	81.6
Control			
Public	61.4	53.3	83.6
Private	38.6	46.7	78.6
Type			
Doctorate granting	28.1	17.8	87.5
Comprehensive	45.1	47.8	80.7
Baccalaureate	26.8	34.4	77.5
Region			
East	19.8	24.4	78.2
Midwest	27.6	26.7	82.1
South	38.1	35.6	82.6
West	14.5	13.3	82.9
Total undergraduate full-time equivalent enrollment (1981)			
Less than 2,000	24.1	34.4	75.6
2,000–3,999	18.3	20.0	80.2
4,000–7,999	21.6	21.1	81.9
8,000–14,999	21.3	16.7	85.0
15,000 and above	14.8	7.8	89.4

TABLE B-3—Ninety Percent Confidence Intervals for Education Credit Hours, 1984–85, by Control of Institution

Item	All Institutions		Public Institutions		Private Institutions	
	Estimated Hour	Confidence Intervals ±	Estimated Hour	Confidence Intervals ±	Estimated Hour	Confidence Intervals ±
Elementary Education						
Credit hours in all education courses (Part II, 1.a.)	43.3	1.22	44.0	1.26	42.9	1.87
Credit hours in student teaching practicum (Part II, 1.b.)	10.3	0.27	10.7	0.27	10.2	0.41
Credit hours in principles and method of education (Part II, 1.c.)	19.9	1.03	20.3	1.12	19.7	1.55
Secondary Education						
Credit hours in all education courses (Part II, 1.a.)	29.7	0.97	30.8	0.95	29.1	1.49
Credit hours in student teaching (Part II, 1.b.)	9.9	0.27	10.1	0.24	9.8	0.43
Credit hours in principles and method of education (Part II, 1.c.)	9.1	0.62	9.6	0.55	8.8	0.98

Other Reports of the Higher Education Panel
American Council on Education

Gomberg, Irene L. and Atelsek, Frank J. **Composition of College and University Governing Boards.** Higher Education Panel Report, No. 35, August, 1977.

Atelsek, Frank J. and Gomberg, Irene L. **Estimated Number of Student Aid Recipients, 1976-77.** Higher Education Panel Report, No. 36, September, 1977.

Gomberg, Irene L. and Atelsek, Frank J. **International Scientific Activities at Selected Institutions, 1975-76 and 1976-77.** Higher Education Panel Report, No. 37, January, 1978.

Atelsek, Frank J. and Gomberg, Irene L. **New Full-Time Faculty 1976-77: Hiring Patterns by Field and Educational Attainment.** Higher Education Panel Report, No. 38, March, 1978.

Gomberg, Irene L. and Atelsek, Frank J. **Nontenure-Track Science Personnel: Opportunities for Independent Research.** Higher Education Panel Report, No. 39, September, 1978.

Atelsek, Frank J. and Gomberg, Irene L. **Scientific and Technical Cooperation with Developing Countries, 1977-78.** Higher Education Panel Report, No. 40, August, 1978.

Atelsek, Frank J. and Gomberg, Irene L. **Special Programs for Female and Minority Graduate Students.** Higher Education Panel Report, No. 41, November, 1978.

Gomberg, Irene L. and Atelsek, Frank J. **The Institutional Share of Undergraduate Financial Assistance, 1976-77.** Higher Education Panel Report, No. 42, May, 1979

Atelsek, Frank J. and Gomberg, Irene L. **Young Doctoral Faculty in Science and Engineering: Trends in Composition and Research Activity.** Higher Education Panel Report, No. 43, February, 1979.

Atelsek, Frank J. and Gomberg, Irene L. **Shared Use of Scientific Equipment at Colleges and Universities, Fall 1978.** Higher Education Panel Report, No. 44, November, 1979.

Gomberg, Irene L. and Atelsek, Frank J. **Newly Qualified Elementary and Secondary School Teachers, 1977-78 and 1978-79.** Higher Education Panel Report, No. 45, February, 1980.

Atelsek, Frank J. and Gomberg, Irene L. **Refund Policies and Practices of Colleges and Universities.** Higher Education Panel Report, No. 46, February, 1980.

Gomberg, Irene L. and Atelsek, Frank J. **Expenditures for Scientific Research Equipment at Ph.D.-Granting Institutions, FY 1978.** Higher Education Panel Report, No. 47, March, 1980.

Atelsek, Frank J. and Gomberg, Irene L. **Tenure Practices at Four-Year Colleges and Universities.** Higher Education Panel Report, No. 48, July, 1980.

Gomberg, Irene L. and Atelsek, Frank J. **Trends in Financial Indicators of Colleges and Universities.** Higher Education Panel Report, No. 49, April, 1981.

Atelsek, Frank J. and Gomberg, Irene L. **An Analysis of Travel by Academic Scientists and Engineers to International Scientific Meetings in 1979-80.** Higher Education Panel Report, No. 50, February, 1981.

Atelsek, Frank J. and Gomberg, Irene L. **Selected Characteristics of Full-Time Humanities Faculty, Fall 1979.** Higher Education Panel Report, No. 51, August, 1981.

Atelsek, Frank J. and Gomberg, Irene L. **Recruitment and Retention of Full-Time Engineering Faculty, Fall 1980.** Higher Education Panel Report, No. 52, October, 1981.

Andersen, Charles J. and Atelsek, Frank J. **Sabbatical and Research Leaves in Colleges and Universities.** Higher Education Panel Report, No. 53, February, 1982.

Atelsek, Frank J. and Andersen, Charles J. **Undergraduate Student Credit Hours in Science, Engineering, and the Humanities, Fall 1980.** Higher Education Panel Report, No. 54, June, 1982.

Andersen, Charles J. and Atelsek, Frank J. **An Assessment of College Student Housing and Physical Plant.** Higher Education Panel Report, No. 55, October, 1982.

Gomberg, Irene L. and Atelsek, Frank J. **Financial Support for the Humanities: A Special Methodological Report.** Higher Education Panel Report, No. 56, January, 1983.

Gomberg, Irene L. and Atelsek, Frank J. **Neuroscience Personnel and Training.** Higher Education Panel Report, No. 57, June, 1983.

Atelsek, Frank J. **Student Quality in the Sciences and Engineering: Opinions of Senior Academic Officials.** Higher Education Panel Report, No. 58, February, 1984.

Andersen, Charles J. **Student Quality in the Humanities: Opinions of Senior Academic Officials.** Higher Education Panel Report, No. 59, February, 1984.

Andersen, Charles J. **Financial Aid For Full-Time Undergraduates.** Higher Education Panel Report, No. 60, April, 1984.

Gomberg, Irene L. and Atelsek, Frank J. **Full-time Humanities Faculty, Fall 1982.** Higher Education Panel Report, No. 61, August 1984.

Andersen, Charles J. **Plant Biology Personnel and Training at Doctorate-granting Institutions.** Higher Education Panel Report, No. 62, November, 1984.

Andersen, Charles J. **Conditions Affecting College and University Financial Strength.** Higher Education Panel Report No. 63, October 1985.

Holmstrom, Engin Inel and Petrovich, Janice. **Engineering Programs in Emerging Areas, 1983-84.** Higher Education Panel Report No. 64, November 1985.

El-Khawas, Elaine. **Campus Trends, 1984.** Higher Education Panel Report No. 65, February, 1985.

Suniewick, Nancy and El-Khawas, Elaine. **General Education Requirements in the Humanities.** Higher Education Panel Report No. 66, October, 1985.

AMERICAN COUNCIL ON EDUCATION

Robert H. Atwell, President

The American Council on Education, founded in 1918, is a council of educational organizations and institutions. Its purpose is to advance education and educational methods through comprehensive voluntary and cooperative action on the part of American educational associations, organizations, and institutions.

The Higher Education Panel is a survey research program established by the Council for the purpose of securing policy-related information quickly from representative samples of colleges and universities. *Higher Education Panel Reports* are designed to expedite communication of the Panel's survey findings to policy-makers in government, in the associations, and in educational institutions across the nation.

The Higher Education Panel's surveys on behalf of the Federal Government are conducted under support provided jointly by the National Science Foundation, The National Endowment for the Humanities, and the U.S. Department of Education (NSF Contract SRS-8117037).

STAFF OF THE HIGHER EDUCATION PANEL

Engin Inel Holmstrom, *Panel Director*

Charles J. Andersen, *Assistant Director*

Clare McManus, *Research Assistant*

Bernard R. Greene, *Research Analyst/Programmer*

Shirley B. Kahan, *Staff Assistant*

HEP ADVISORY COMMITTEE

Elaine El-Khawas, *Vice President* for Policy Analysis and Research, ACE, *Chair*

Jules B. LaPidus, *President*, Council of Graduate Schools in the United States

Robert M. Rosenzweig, *President*, Association of American Universities

James Hyatt, Director of the Financial Management Center, National Association of College and University Business Officers

Connie Sutton-Odems, *Vice President* for Professional Services, American Association of Community and Junior Colleges

FEDERAL ADVISORY BOARD

William Stewart, National Science Foundation, *Chairman*

Jeffrey D. Thomas, National Endowment for the Humanities

Salvatore Corrallo, U.S. Department of Education

Christina Wise, National Science Foundation, *Secretary*

TECHNICAL ADVISORY COMMITTEE TO THE FEDERAL ADVISORY BOARD

Martin Frankel, National Center for Education Statistics, *Chairman*

Nancy M. Conlon, National Science Foundation

Jeffrey D. Thomas, National Endowment for the Humanities

Additional copies of this report are available from the Higher Education Panel, American Council on Education, One Dupont Circle, Washington, D.C. 20036

A1410-1.24

STUDENT FINANCIAL AID TO FULL-TIME UNDERGRADUATES

FALL 1984

Charles J. Andersen

Higher Education Panel Report
Number 68 January 1986

American Council on Education
Washington, D. C. 20036

This material is based upon research supported by the National Science Foundation, the U.S. Department of Education, and the National Endowment for the Humanities under contract with the National Science Foundation (#SRS-8117037). Any opinions, findings, conclusions, or recommendations are those of the authors and do not necessarily reflect the views of the sponsoring agencies.

CONTENTS

	Page
Acknowledgments	iv
List of Detailed Tables	v
Highlights	vii
Introduction	1
Methods Summary	1
Findings	2
How Many and How Much	2
Family Income of Dependent Aided Undergraduates	2
Family Income of Independent Aided Undergraduates	3
Student Aid Packages	3
Cumulative Debt	3
Tuition Payment Plans	5
Employment	5
Institutionally Funded Student Aid	5
Enrollment Targets	5
Summary	6
Detailed Statistical Tables	7
Appendix A: Survey Instrument	18
Appendix B: Technical Notes	22

ACKNOWLEDGMENTS

This study was developed by Salvatore Corrallo of the Office of Planning, Budgeting, and Evaluation of the U.S. Department of Education. The Federal Advisory Board, its Technical Advisory Committee, and the American Council on Education's Higher Education Panel Advisory Committee all contributed guidance and suggestions during the survey process.

We wish to thank A. Dallas Martin and Dennis J. Martin of the National Association of Student Financial Aid Aministrators for their advice and counsel.

As ever, our special thanks go to the Panel's campus representatives and those academic officials who provided the information for this report.

LIST OF DETAILED TABLES

		Page
Table 1.	Total Full-time Undergraduate Enrollment and Percentage of Students Receiving Student Aid, Fall 1984	7
Table 2.	Total Student Aid Provided Full-time Undergraduate Students, 1983-84 and 1984-85	8
Table 3.	Federal Student Aid as a Percentage of All Student Aid, 1983-84 and 1984-85	8
Table 4.1	Student Aid Recipients, by Family Income Level, Fall 1984 Dependent Students	9
Table 4.2	Student Aid Recipients, by Family Income Level, Fall 1984 Independent Students	9
Table 5.1	Composition of Student Aid Packages and Average Student Expense Budget, Fall 1984 Low-income Freshmen	10
Table 5.2	Composition of Student Aid Packages and Average Student Expense Budget, Fall 1984 Low-income Seniors	10
Table 5.3	Composition of Student Aid Packages and Average Student Expense Budget, Fall 1984 Middle-income Freshmen	11
Table 5.4	Composition of Student Aid Packages and Average Student Expense Budget, Fall 1984 Middle-income Seniors	11
Table 6.1	Typical Student Borrower's Cumulative Debt upon Graduation, Academic Year 1984-85	12
Table 6.2	Typical Student Borrower's Cumulative Debt upon Graduation, by Student Expense Budget Range, Family Income, and Type of Institution, Academic Year 1984-85	12
Table 7.1	Percentage of Institutions Using Tuition Payment Programs, Fall 1984	13
Table 7.2	Percentage of Students Using Selected Tuition Payment Programs, Fall 1984	13
Table 8.1	Institutions Receiving College Work-study (CW-S) Funds from the Federal Government, by Control and Type of Institution, Fall 1984	14
Table 8.2	Institutions Receiving College Work-study (CW-S) Funds from State Governments by Control and Type of Institution, Fall 1984	14
Table 8.3	Institutions Using Institutional College Work-study (CW-S) Funds, by Control and Type of Institution, Fall 1984	15
Table 8.4	Institutions Receiving College Work-study (CW-S) Funds from Other Sources, by Control and Type of Institution, Fall 1984	15
Table 9.	Average Earnings Expected to Go to Educational Expenses, by Student Level, Fall 1984	16
Table 10.	Institutionally Funded Student Aid, by Basis of Award, Fall 1984	16
Table 11.	Fall 1984 Enrollment Status	17

HIGHLIGHTS

- Nearly half (47 percent) of the full-time, undergraduate students at the nation's universities, four-year and two-year colleges received some form of student financial aid (exclusive of Guaranteed Student Loans) in Academic Year (AY) 1984-85.

- Two out of every five students at public institutions received assistance. At independent institutions the proportion was three out of every five.

- Fifty-four percent of the student aid funds were distributed by public institutions; the remainder (46 percent), by independent colleges and universities.

- About forty percent of the dependent aided undergraduates were from families with incomes of less than $15,000; thirty-five percent were from families with incomes in the $15,000 to $30,000 range; twenty-five percent were from families with incomes above $30,000.

- Grants and scholarships made up nearly half of the typical aid package for low-income students. Loans made up about 20 percent, and employment and the student's own resources, about 16 percent each.

- Typical aid packages for middle-income students provided about 25 percent in the form of grants and scholarships, 25 percent in loans, 15 percent in employment and about 35 percent from the student and his/her family's resources.

- Institutions estimate that a student borrower graduating from a four-year college has an accumulated debt of between $7,000 and $8,000. The debt for a typical borrower graduating from a two-year institution is about half that amount--ranging from $3,600 for low-income borrowers to $4,000 for middle-income borrowers.

- Three-quarters of the independent institutions use an academic year installment plan to facilitate tuition payment. Only one-sixth of the public institutions reported using such an arrangement.

- Nearly all institutions report using federal funds for their college work-study programs. At nearly half of the institutions, these federal funds make up 75 percent or more of all the institution's work-study resources.

- Twenty-nine percent of the institutions reported using state funds for their work-study programs. At two-thirds of those institutions, the state funds accounted for less than a quarter of the institution's work-study resources.

- The amount that freshmen were expected to earn in a year--including both summer work and school-year wages--averaged $1,200 at public institutions and $1,500 at independent colleges. Seniors were expected to earn about $200 more per year than freshmen.

- Undergraduate financial aid from institutional funds in AY 1984-85 was estimated to be $2.3 billion. About one-third of those funds ($800 million) was spent at public institutions; two-thirds ($1.5 billion), at independent colleges and universities.

- Nearly three out of every five dollars of institutionally funded student aid was distributed on the basis of either need only or a combination of need and merit.

- About one-seventh of the institutionally funded student aid was distributed on the basis of athletic ability only.

- In the fall of 1984, fourteen percent of the nation's colleges and universities enrolled more students than they had expected. However, forty-five percent enrolled fewer students than anticipated.

INTRODUCTION

This survey was sponsored by the Department of Education as a means of gathering specific data that would describe the level and composition of student financial aid for undergraduates. It provides estimates for the percentage of full-time undergraduates who received aid in fall 1984, the total amount they received, the distribution of aided students by their families' income level, and the composition of aid packages. In addition, information is provided on student debt, the use of special tuition plans, and how student employment figures in the financial aid packages.

Several of the questions in this survey paralleled those asked in a 1983 study of student aid (1). However, several differences between the surveys (family income levels, classification of student aid packages by income level of the student's family, exclusion of specialized institutions) mean that comparisons between the two studies must be made with caution.

Student financial aid, as used in this report, is restricted to that provided to full-time undergraduates. It includes grants and scholarships, institutionally arranged student employment, and loans. In the discussion of "aid packages", an additional item has been included: "other sources (student's savings, summer earnings, etc.; student's family's contributions, etc.)." The inclusion of this fourth item rounds out the picture of the typical aided student's total resources.

METHODS SUMMARY

The Higher Education Panel is a continuing survey research program created in 1971 by the American Council on Education to conduct specialized surveys on topics of current policy interest both to the higher education community and to government agencies.

The Panel is a disproportionate stratified sample of 1,040 colleges and universities divided into two half-samples of 520 institutions each. This sample was drawn from the population of more than 3,200 institutions listed in the National Center for Education Statistics' Education Directory, Colleges and Universities. All institutions in the population are grouped according to the Panel's stratification design, which is based primarily on three factors: institution type (research university, comprehensive, baccalaureate, specialized, two-year); control or governance (public or independent); and size (measured by full-time-equivalent enrollment). For any given survey, either one of the two half-samples, or an appropriate subgroup of the full Panel is used.

The survey instrument for this study was mailed in January 1985 to those Panel institutions in half-sample number 1 that had undergraduate programs. By the mid-May close of the field phase, after extensive mail and telephone follow-ups, usable data had been received from 350 institutions for a response rate of 75 percent. Data from responding institutions were statistically adjusted to represent the national population of colleges and universities (exclusive of specialized institutions) that provide financial assistance to their undergraduate students. Institutional weights were computed separately for each stratum, based on the ratio of the number of institutions in the population to the number of institutions that responded. Where appropriate, i.e., in the calculation of percentage distribution of students, institutional data were additionally weighted by enrollments prior to the assignment of institutional weights.

Appendix B presents the stratification design used to produce the national estimates and a comparison of respondents and nonrespondents according to various institutional characteristics.

---

1. Charles J. Andersen, Financial Aid for Full-time Undergraduates (Washington: American Council on Education, 1984).

FINDINGS

How Many and How Much. Nearly half (47 percent) of the full-time undergraduates enrolled in 2,600 of the nation's colleges and universities[2] received some form of student financial aid administered by their institutions in the fall term of 1984.

This figure varies, depending on the control of the institution--whether it is public or independent--and on its type--whether it is a research university, a comprehensive institution, a baccalaureate college, or a two-year college. Independent baccalaureate colleges show the highest percentage of aided students; public two-year institutions show the lowest.

When institutions are categorized by what it costs, on the average, for freshmen to attend (the freshman student expense budget), those institutions with budgets of less than $5,000 reported that about 40 percent of the students received aid. At those institutions with budgets of $5,000 or more, 53 percent of the undergraduates received aid. Institutions in the $7,500 - $9,999 range reported that two-thirds of their full-time undergraduates received some form of institutionally administered aid.

The total amount of aid distributed was nearly $7.3 billion in academic year 1984-85 and slightly less ($6.8 billion) in the previous year.[3] [4]

In 1984-85 and 1983-84 this aid was divided about equally between the independent and public sectors with a slightly greater proportion in the public sector (53 percent in contrast to 47 percent).

About 30 percent of these funds were awarded to students at colleges with student expense budgets of less than $5,000, institutions that enrolled about half of the full-time aided undergraduates. The remaining 70 percent of the aid was distributed at the institutions with student expense budgets of $5,000 or more. The relatively few institutions with student budgets of $12,500 or more reported about 11 percent of the total; these institutions enroll about 4 percent of the full-time aided undergraduates.

Federal programs provided one half of these aid funds in 1983-84. In 1984-85 the figure dropped to 48 percent. But these are national averages. They blur distinctions due to differences in the type and control of institutions. In 1984-85, for example, two-thirds of the funds at two-year institutions came from federal sources. At the other end of the scale, only 30 percent of the funds distributed through independent universities were federal.[5]

When institutions are classed by their freshman expense budgets, the proportion of federal support is greatest at the low end of the budget scale. Three-quarters of the support awarded at institutions with expense budgets of less than $3,000 per year came from the federal government. In contrast, less than one-quarter of the support at the most expensive institutions came from Washington.

When these percentages are applied to the total amount of student aid, they show that nearly $3.5 billion came from federal undergraduate student aid programs that are administered through the institutions (excluding GSL).

Family Income of Dependent Aided Undergraduates. About two out of five of the dependent aided full-time undergraduates came from families with annual incomes of less than $15,000. Slightly more than one-third (35 percent) came from families in the $15,000 - $29,999 range, and the remaining quarter were from families with even higher incomes.

Major differences in income distribution appear when these data are classified by type and control of institution. At the public two-year community college, nearly three-fifths of the dependent aided full-time undergraduates were from families with incomes of less than $15,000. Less than 10 percent of the dependent aided students at this type of institution came from families with incomes in excess of $30,000. At independent research universities, however, only one fifth of the aided full-time dependent undergraduates came from families with incomes of less than $15,000, while half were from families in the top income category. At public comprehensive colleges, nearly half (47 percent) of the dependent aided students were from families with under $15,000 annual incomes; slightly over one-third (37 percent) were in the $15,000-$29,999 range, and only about one in six were from the most affluent group.

An analysis of the institutions' annual freshman expense budgets supports this picture. The least expensive institutions reported that high proportions of their dependent aided students were from the lower family income ranges. The most expensive institutions showed high proportions of dependent aided students from families in the high range.

---

2. This report describes student financial aid at all of the nation's colleges and universities except those identified as "specialized" by the National Center for Education Statistics (NCES). Specialized institutions are those that award a high proportion of their degrees in specialized fields such as business, religious studies, the arts, technology, etc.
The percentages of aided students exclude students that used Guaranteed Student Loans only.

3. These figures should not be compared directly with those reported in HEP Report 60, Financial Aid for Full-time Undergraduates, because that report did include estimates for the specialized institutions.

4. These dollar amounts cover all assistance delivered to the student through the institution, including institutional and governmental (federal state, and local) student aid such as the Pell grants, National Direct Student Loans, College Work-study, and Supplemental Educational Opportunity Grants. Excluded, however, were Guaranteed Student Loans, veterans' benefits, and social security assistance.

5. It must be remembered that these figures exclude Guaranteed Student Loans.

Family Income of Independent Aided Undergraduates. Seven-eighths of the independent aided undergraduates had family incomes of less than $15,000. Nearly two-thirds had incomes of less than $6,000. Only one-eighth had incomes of $15,000 or more.

When the data are categorized by the institutions' student expense budgets, the distributions show a great deal of uniformity. Fifty percent of the independent aided undergraduates at the low budget institutions were in families with incomes of less than $6,000. At the most expensive institutions seventy-five percent fell into that income range.

Student Aid Packages. Four sources of funds were identified as components of the undergraduate aid packages: scholarships and grants; student employment; loans; and other sources. This latter category, other sources, was to include the student's and the student's family's contributions from savings, summer earnings, etc. This component is frequently not included in the standard definition of a "financial aid package." However, it was used in this questionnaire in order to get data concerning the provenance of all of the resources used by the student for the year's education.

Institutions also reported the average student expense budget for low-income freshmen and seniors and for middle-income freshmen and seniors. The budgets were to include tuition and fees; room and board charges, if appropriate; books and supplies; transportation; and other expenses. This is basically the same budget definition used by the major student aid agencies.

Grants and scholarships accounted for nearly half of the typical low-income undergraduate student aid package. Student employment accounted for one-sixth, loans for one-fifth, and "other sources" for another sixth.

When public institutions' aid packages for low-income students are compared with those from independent institutions, there are little differences in the shares accounted for by grants and scholarships and by other sources. However, independent institutions reported that loans made up one-quarter of the package and employment one tenth. Public institutions, on the other hand, reported 18 percent for each of these sources.

It may be well to note here that the student expense budgets at independent institutions are about double those at public colleges and universities. Thus, the amount earned --as distinguished from the percentage of the total package--is about the same, whether the low-income student is at a public or independent institution. The difference between student expense budgets plus the higher percentage allotted to loans at independent institutions means that the amount borrowed by low-income students at such institutions is about three times larger than borrowings by comparable students at public institutions.

Little difference is shown in the distributions between the freshman and the senior packages.

Typical student aid packages for middle-income students nationally show scholarships and grants accounting for 25 percent of the total; employment, 14 percent; loans 27 percent; and other sources, 34 percent. The packages for freshmen and seniors do not vary by more than 2 percentage points, regardless of the institutional category and type of aid.

Differences in these middle-income freshman packages appear when the data from public institutions are compared with those from the independent sector. They center on the percentages assigned to scholarships and grants and to employment. A higher percentage of the package is allotted to employment at the public institutions (17 percent) than at the independents (11 percent). To balance things out, at independent institutions scholarships and grants make up a higher proportion (31 percent) than at the public colleges and universities (20 percent).

When institutions are classified by their student expense budgets, little difference appears in the proportion of the low-income freshman's aid package devoted to scholarships and grants, with one exception. That is at the lowest level, the one that includes only public two-year institutions where 41 percent of the package comes from grants and scholarships. The percentage that comes from other sources generally increases as the expense budget increases. Again, the exception to this pattern is at institutions in the least expensive category, where other sources account for more than one-third of the total package. Student employment covers from 9 to 19 percent of the package. Loans account for 10 to 28 percent.

For middle income students, the share of the aid package accounted for by scholarships and grants increases as the student expense budget increases, with the exception of the least expensive category. The share allotted to other sources ranges from 32 to 38 percent--again excluding the least expensive institutional category--with the highest percentage at the most expensive institutions. Student employment accounts for 17 percent of the freshman package at institutions with student budgets of $3,000 to $4,999 and drops to 8 percent at the most expensive institutions. A similar pattern is shown for loans. At the $3,000 to $4,999 expense budget level, they represent 30 percent of the package; at the most expensive institutions they account for 20 percent.

Cumulative Debt. The national average for a typical student borrower's debt burden upon graduation is estimated at between $7,000 and $8,000 for borrowers graduating from four-year colleges and from $3,500 to $4,000 for those completing a two-year institution. These figures are averages based on estimated institutional averages, not on student borrower records. The average for the middle income borrower was 12 percent greater than that for the low-income graduate. This difference was greater at public institutions (30 percent) than at independent ones (2 percent), but the total amount of debt carried by students graduating from independent institutions was almost double that of graduating students at the public institutions. Detailed table series 6 shows that, in general, the more expensive the institution, the greater the typical cumulative debt burden.

Figure 1--Percentage of Full-time Undergraduate Students Who Were Student Aid Recipients, Fall 1984

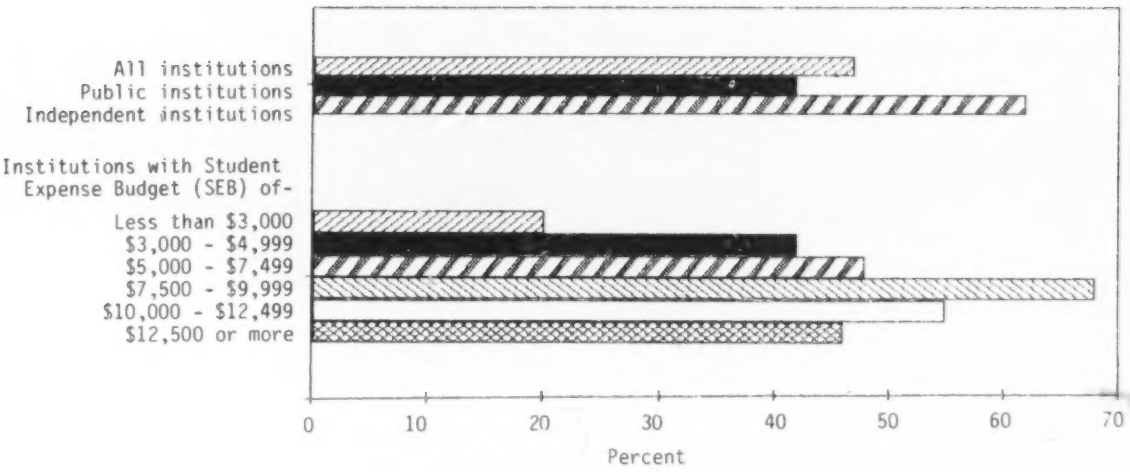


Figure 2--Composition of Typical Student Aid Packages, Fall 1984

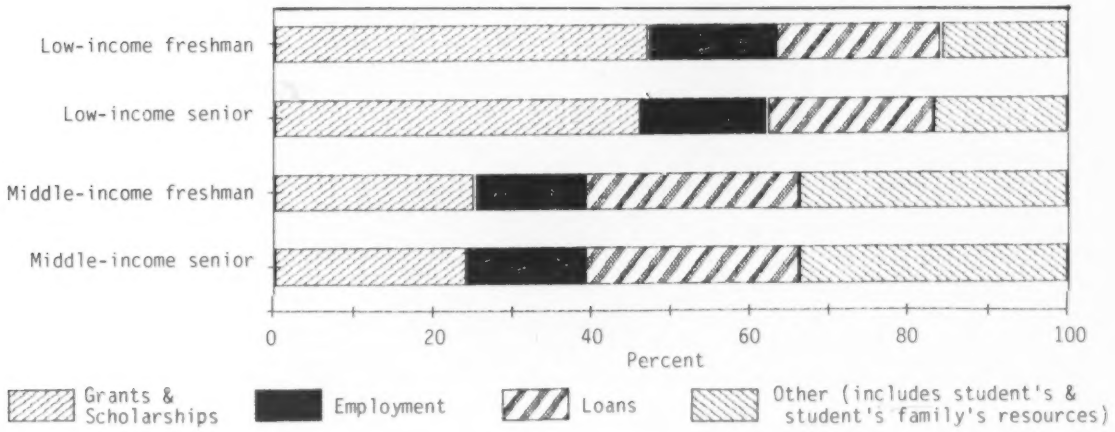
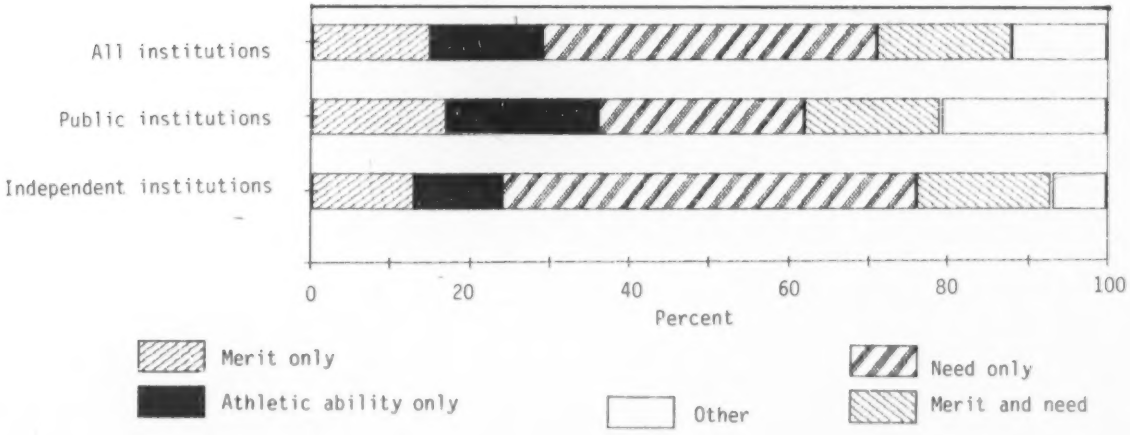


Figure 3--Institutionally Funded Student Aid, by Basis of Award, Fall 1984



Tuition Payment Plans. Just about half of the nation's colleges and universities use one or more of several special tuition payment plans. By far, the largest number of institutions--three-quarters of the independent and nearly one-fifth of the public colleges and universities--use an academic year installment plan. Six percent of all institutions reported the use of special programs that involve students in work intervals that alternate with study periods, such as cooperative education programs. Six percent reported using loans to cover a lump-sum prepaid tuition plan wherein the tuition for the full four-year program is prepaid in return for "freezing" the tuition for the four years at the current level.

The proportion of students using these plans is relatively small. Only seven percent of the students at public institutions were reported to be using the academic year installment plan, and only one percent were using cooperative education. At independent institutions 28 percent of the students were availing themselves of the academic year installment plan, less than one percent using the cooperative education program and one percent using loans for the lump-sum pre-paid tuition plan.

Employment. A special thrust of this survey was directed at the role that employment plays in student financial aid.[6] In addition to getting estimates of the share of the typical aid package accounted for by student employment, the survey requested data on estimates of the total amount that undergraduates were expected to earn annually from all sources. This figure was to include not only what would be included in the "employment" portion of the student aid package, but also the summer earnings portion of the "other sources" part of the package.

Nationally, this figure is estimated at $1,322 for aided freshmen and $1,530 for aided seniors.[6] Students at public institutions are expected to earn less than those at independent colleges and universities. The differential is about $250 for freshmen and $400 for seniors. In general, the more expensive the institution, the more earnings are expected. The exception to this is at the most expensive institutions which reported earnings expectations $150 to $200 less than institutions with student expense budgets of $10,000 to $12,499.

The source of funds that are used to pay students in college work-study programs was also a subject of the questionnaire. Nearly all (98 percent) of the institutions received work-study funds from the federal government. At almost half of the institutions, these federal funds represented three-quarters or more of all the work-study funds available.

State funds were reported by 29 percent of the institutions, most of which were public institutions. The proportion of those institutions with such funds (39 percent) was twice that of the independent sector (18 percent). Most of those institutions with state funds indicated that they represented less than one-quarter of the total work-study funds used.

Nine out of ten institutions reported using institutional funds. However, half of these institutions reported that such funds represented less than one-quarter of their work-study aid. The ambiguity of state and institutional funds at state-controlled institutions may be the reason that the proportion of institutions with "institutional" funds is less than 100 percent.

Institutionally Funded Student Aid. Two and one third billion dollars worth of the student financial aid described in this report came from institutional funds. Nearly two thirds of this total was awarded at independent institutions; $850 million was at public colleges and universities.

Two-fifths of this institutionally funded aid was distributed on the basis of need only, fifteen percent was awarded on the basis of academic or artistic merit only; 14 percent, on the basis of athletic ability only; and an additional 17 percent of it was awarded on the basis of need and merit. This last category was defined to mean selection of the awardee on the basis of merit and determination of the size of the award on the basis of need. A final "other" category that was not defined on the questionnaire accounted for 12 percent of the total.

Independent institutions reported that over half of their institutional aid was distributed on the basis of need only; the comparable figure for public colleges and universities was 27 percent. Just over one-tenth of the institutional aid at independent institutions was awarded on the basis of athletic ability only; the comparable share at public institutions was nearly one-fifth. Academic or artisitic ability only was the basis for awarding 13 percent of the institutional funds at independent institutions; for public colleges and universities the comparable figure was 17 percent.

Those institutions with the highest student expense budgets awarded awarded 84 percent of their institutional aid on the basis of need only. Ten percent went on the basis of need and ability; only 3 percent was awarded on the basis of merit only. Institutions with student expense budgets of $3,000 - $4,999 reported that 22 percent of their institutional aid funds was awarded on the basis of academic or artistic merit only, 23 percent on the basis of athletic ability only, and 28 percent on the basis of need only or need and merit.

Enrollment Targets. The survey included a final question only peripherally related to undergraduate student aid. It asked whether the institution's fall 1984 enrollment exceeded, met, or fell short of the planned target. Nationally, two-fifths of the institutions reported enrollments as planned. Fourteen percent reported more students than projected. However, forty-five percent reported fewer students than they had planned for. Just over half (53 percent) of the public institutions reported fewer students and 11 percent reported more than planned. Slightly more than one third (36 percent) of the independent institutions reported fewer students, 19 percent reported more students and 45 percent of these institutions reported enrollments as planned.

6. Data have been weighted by estimated enrollments.

Two thirds of the institutions with the highest student expense budgets reported more students than planned; only five percent of these institutions reported missing enrollment targets. Fifty-five percent of the institutions with low to moderate student expense budgets ($3,000 - $4,999) reported fewer students than planned. Only ten percent of these reported exceeding planned enrollment levels. None of the institutions in the lowest expense budget range (less than $3,000) reported more students than planned; four out of ten reported fewer than planned. Such figures indicate that elements other than price alone are determinants of demand for postsecondary education.

SUMMARY

This survey, which covered all types of postsecondary education institutions except specialized institutions indicates that nearly half of the full-time undergraduate students are receiving some sort of aid that is administered by the attended institution. This figure excludes students that had Guaranteed Student Loans (GSLs) only; it also excluded students with veterans or social security benefits only.

The aid awarded to these students amounted to slightly more than $7 billion for academic year 1984-85. Of this amount, nearly half came from the federal government. Whereas the total amount of student aid increased slightly between 1983-84 and 1984-85, the federal share dropped by two percentage points.

The family income of aided dependent undergraduates is directly related to how expensive the attended school is. At public institutions--generally less expensive than independent ones--the proportion of students from families with incomes of $30,000 or more is half that of independent institutions. One-fifth of the aided undergraduates at the least expensive institutions come from families with incomes of $6,000 or less. Only five percent of the aided undergraduates at the most expensive institutions come from such families.

Grants and scholarships make up nearly half of the typical student aid package for low-income students, but only one quarter for middle-income students. The proportion that typically comes from the student and his/her family is one-sixth of the total for the low-income student and one-third for the middle income student.

The cumulative debt of the typical borrower upon graduation from a four-year institution is approximately twice that of the typical borrower at two-year institutions. Overall, the typical middle-income borrower accumulates a debt about 12 percent greater than the low-income borrower. At the more expensive four-year colleges, however, the low-income student may end with a slightly greater debt.

The total average earnings expected of dependent freshmen was $1,300 nationally, a figure that represented one-fifth to one-quarter of the average student expense budget, depending on the student's family income level. For seniors the expected earnings were $1,500, from 24 to 30 percent of the average senior student expense budget.

Nearly all institutions used federal college-work study funds. The federal government was the most important source of most institutions' work-study aid.

Institutionally funded student aid amounted to $2.3 billion in 1984-85, an amount equal to about thirty percent of all aid awarded (excluding GSLs, social security, and veterans benefits). Three-fifths of these funds were awarded by independent institutions, and most of them according to the recipients' need or a combination of need and academic or artistic merit. Less than one-fifth were awarded on the basis of athletic ability only.

Half of the public colleges and universities reported that their fall 1984 enrollments were smaller than what they had expected. Only 11 percent of the public colleges reported more students than planned. In the independent sector, just over one third of the institutions enrolled fewer students than planned, and one-fifth had more than expected.

DETAILED STATISTICAL TABLES

Table 1--Total Full-time Undergraduate Enrollment and Percentage of Students Receiving Student Aid, Fall 1984

(In thousands)

	Full-time Undergraduates	
	Number	Percent with Aid
All institutions	**7,065.2**	**47%**
Control and Type of Institution		
All public institutions	5,513.9	42
Research universities	1,639.8	46
Comprehensive universities	1,491.9	45
Baccalaureate colleges	308.9	57
Two-year colleges	2,073.3	36
All independent institutions	1,551.4	62
Research universities	296.6	51
Comprehensive universities	379.8	56
Baccalaureate colleges	600.0	69
Two-year colleges	275.1	65
Student Expense Budget (SEB)		
Institutions with SEB of		
Less than $3,000	193.4	20
$3,000 - $4,999	3,388.7	42
$5,000 - $7,499	2,154.5	48
$7,500 - $9,999	696.4	68
$10,000 - $12,499	382.4	55
$12,500 or over	249.8	46

Table 2--Total Student Aid Provided Full-time Undergraduate Students, 1983-84 and 1984-85

(In millions of dollars)

Control and Type of Institution	Total Financial Aid * 1983-84	1984-85	Percent Change
All institutions	**$6,935.0**	**$7,437.0**	**7%**
Control & Type of Institution			
All public institutions	3,765.4	3,999.9	6
Research universities	1,398.6	1,475.3	5
Comprehensive universities	1,215.4	1,309.6	8
Baccalaureate colleges	287.3	297.3	3
Two-year colleges	864.0	917.7	6
All independent institutions	3,169.6	3,437.1	8
Research universities	733.1	785.3	7
Comprehensive universities	717.1	779.3	9
Baccalaureate colleges	1,270.9	1,395.0	10
Two-year colleges	448.5	477.5	6
Student Expense Budget (SEB)			
Institutions with SEB of			
Less than $3,000	41.2	45.4	10
$3,000 - $4,999	2,159.3	2,249.2	4
$5,000 - $7,499	2,015.5	2,182.5	8
$7,500 - $9,999	1,317.0	1,445.0	10
$10,000 - $12,499	713.8	759.0	6
$12,500 or over	688.2	755.9	10

* All forms of student financial assistance that use the institution as the delivery agent, except social security benefits, veterans benefits, and GSLs. Includes Pell grants, remission of tuition and fees, institutionally-arranged student employment, and loans (except GSLs).

Table 3--Federal Student Aid as a Percentage of All Student Aid, 1983-84 and 1984-85

	Percentage 1983-84	1984-85
All institutions	**50**	**49**
Control & Type of Institution		
All public institutions	60	59
Research universities	52	52
Comprehensive universities	61	57
Baccalaureate colleges	67	68
Two-year colleges	68	68
All independent institutions	39	37
Research universities	30	27
Comprehensive universities	30	28
Baccalaureate colleges	40	39
Two-year colleges	67	65
Student Expense Budget (SEB)		
Institutions with SEB of		
Less than $3,000	77	77
$3,000 - $4,999	64	63
$5,000 - $7,499	57	56
$7,500 - $9,999	39	38
$10,000 - $12,499	35	32
$12,500 or over	24	21

TABLE 4.1--Student Aid Recipients, by Family Income Level, Fall 1984
Dependent Students

Control and Type of Institution	Percentage of Students from Families with Income of-				
	Under $6,000	$6,000-$14,999	$15,000-$29,999	$30,000 or more	All
All institutions	**13.9**	**24.7**	**34.9**	**26.5**	**100.0**
Control & Type of Institution					
All public institutions	16.9	28.6	35.7	18.9	100.0
Research universities	9.9	21.7	38.2	30.2	100.0
Comprehensive universities	17.9	28.9	36.5	16.7	100.0
Baccalaureate colleges	24.7	34.4	31.9	9.0	100.0
Two-year colleges	22.8	35.9	32.2	9.1	100.0
All independent institutions	8.5	17.4	33.5	40.6	100.0
Research universities	6.0	14.0	29.0	51.0	100.0
Comprehensive universities	6.9	13.9	33.3	45.9	100.0
Baccalaureate colleges	9.0	19.4	35.9	35.6	100.0
Two-year colleges	11.9	20.5	31.9	35.7	100.0
Student Expense Budget (SEB)					
Institutions with SEB of					
Less than $3,000	21.4	42.6	33.4	2.6	100.0
$3,000 - $4,999	21.2	32.7	34.9	11.2	100.0
$5,000 - $7,499	10.5	21.8	36.0	31.7	100.0
$7,500 - $9,999	9.5	19.4	35.7	35.5	100.0
$10,000 - $12,499	6.3	14.5	32.1	47.0	100.0
$12,500 or over	5.3	12.1	29.6	53.0	100.0

TABLE 4.2--Student Aid Recipients, by Family Income Level, Fall 1984
Independent Students

Institution	Percentage of Students from Families with Income of-				
	Under $6,000	$6,000-$14,999	$15,000-$29,999	$30,000 or more	All
All institutions	**63.1**	**25.3**	**8.9**	**2.6**	**100.0**
Type & Control of Institution					
All public institutions	63.2	25.9	8.7	2.1	100.0
Research universities	67.7	20.5	8.2	3.6	100.0
Comprehensive universities	72.0	20.0	6.8	1.3	100.0
Baccalaureate colleges	56.7	23.7	13.9	5.8	100.0
Two-year colleges	56.6	33.2	9.2	1.0	100.0
All independent institutions	62.8	22.0	9.7	5.6	100.0
Research universities	72.5	16.2	4.8	6.5	100.0
Comprehensive universities	62.4	24.2	12.7	.8	100.0
Baccalaureate colleges	60.8	25.4	10.3	3.5	100.0
Two-year colleges	63.1	17.1	8.5	11.3	100.0
Student Expense Budget (SEB)					
Institutions with SEB of					
Less than $3,000	48.8	38.8	12.3	.2	100.0
$3,000 - $4,999	62.5	26.7	9.1	1.7	100.0
$5,000 - $7,499	64.9	22.6	7.9	4.5	100.0
$7,500 - $9,999	62.3	25.1	11.1	1.6	100.0
$10,000 - $12,499	66.8	20.5	7.9	4.8	100.0
$12,500 or over	75.0	17.1	6.3	1.6	100.0

Table 5.1--Composition of Student Aid Packages and Average Student Expense Budget, Fall 1984 Low-income Freshmen

	Percentage of Typical Aid Package from-					Average Expense Budget
	Grants & Scholarships	Employ-ment	Loans	Other Sources	Total	
All institutions	47	16	21	16	100	$5,374
Type & Control of Institution						
All public institutions	48	18	18	16	100	$4,428
Research universities	50	15	18	17	100	5,425
Comprehensive universities	47	17	20	15	100	4,584
Baccalaureate colleges	44	19	24	13	100	4,271
Two-year colleges	47	21	15	17	100	4,024
All independent institutions	47	10	27	16	100	8,770
Research universities	44	11	22	23	100	12,669
Comprehensive universities	49	10	24	17	100	10,244
Baccalaureate colleges	51	10	23	17	100	8,013
Two-year colleges	43	11	35	13	100	7,796
Student Expense Budget (SEB)						
Institutions with SEB of						
Less than $3,000	41	13	11	34	100	$2,841
$3,000 - $4,999	48	19	17	16	100	4,000
$5,000 - $7,499	47	16	22	16	100	5,892
$7,500 - $9,999	47	11	28	15	100	8,496
$10,000 - $12,499	48	10	23	19	100	11,137
$12,500 or over	48	9	18	25	100	13,945

Table 5.2--Composition of Student Aid Packages and Average Student Expense Budget, Fall 1984 Low-income Seniors

	Percentage of Typical Aid Package from-					Average Expense Budget
	Grants & Scholarships	Employ-ment	Loans	Other Sources	Total	
All institutions	**45**	**16**	**21**	**17**	**100**	**$5,449**
Control & Type of Institution						
All public institutions	45	19	19	17	100	$4,487
Research universities	44	17	20	19	100	5,484
Comprehensive universities	45	18	20	16	100	4,607
Baccalaureate colleges	42	21	24	13	100	4,288
Two-year colleges	46	21	16	18	100	4,041
All independent institutions	45	11	26	17	100	8,817
Research universities	41	12	22	24	100	12,623
Comprehensive universities	48	11	24	17	100	10,229
Baccalaureate colleges	49	10	23	18	100	7,958
Two-year colleges	42	11	35	13	100	7,866
Student Expense Budget (SEB)						
Institutions with SEB of						
Less than $3,000	40	13	10	36	100	$2,841
$3,000 - $4,99	45	20	18	16	100	4,043
$5,000 - $7,499	44	17	21	17	100	5,910
$7,500 - $9,999	45	11	28	16	100	8,498
$10,000 - $12,499	46	11	23	20	100	11,130
$12,500 or over	45	10	20	26	100	13,865

Table 5.3--Composition of Student Aid Packages and Average Student Expense Budget, Fall 1984 Middle-income Freshmen

	Percentage of Typical Aid Package from-					Average Expense Budget
	Grants & Scholarships	Employ-ment	Loans	Other Sources	Total	
All institutions	**25**	**14**	**27**	**34**	**100**	**$6,199**
Control and Type of Institution						
All public institutions	20	17	28	36	100	$4,671
Research universities	15	15	25	45	100	5,579
Comprehensive universities	18	18	30	34	100	4,752
Baccalaureate colleges	21	22	33	24	100	4,312
Two-year colleges	25	17	28	31	100	4,077
All independent institutions	31	11	26	32	100	9,253
Research universities	30	10	23	36	100	12,818
Comprehensive universities	32	11	24	32	100	10,479
Baccalaureate colleges	35	10	24	31	100	8,401
Two-year colleges	24	14	32	29	100	7,768
Student Expense Budget (SEB)						
Institutions with SEB of						
Less than $3,000	28	15	16	41	100	$2,839
$3,000 - $4,999	20	17	30	33	100	4,060
$5,000 - $7,499	21	16	27	37	100	5,960
$7,500 - $9,999	31	12	26	31	100	8,575
$10,000 - $12,499	33	10	24	33	100	11,133
$12,500 or over	33	8	20	39	100	13,944

Table 5.4--Composition of Student Aid Packages and Average Student Expense Budget, Fall 1984 Middle-income Seniors

	Percentage of Typical Aid Package from-					Average Expense Budget
	Grants & Scholarships	Employ-ment	Loans	Other Sources	Total	
All institutions	**24**	**15**	**27**	**34**	**100**	**$6,287**
Control and Type of Institution						
All public institutions	19	18	28	36	100	$4,743
Research universities	14	16	25	44	100	5,643
Comprehensive universities	17	19	29	34	100	4,763
Baccalaureate colleges	20	23	33	24	100	4,333
Two-year colleges	24	17	28	31	100	4,102
All independent institutions	29	12	26	33	100	9,314
Research universities	28	12	24	36	100	12,804
Comprehensive universities	31	12	24	33	100	10,459
Baccalaureate colleges	33	10	25	32	100	8,319
Two-year colleges	24	14	33	29	100	7,880
Student Expense Budget (SEB)						
Institutions with SEB of						
Less than $3,000	27	15	16	43	100	$2,839
$3,000 - $4,999	19	18	30	33	100	4,114
$5,000 - $7,499	19	17	27	37	100	5,982
$7,500 - $9,999	29	13	27	32	100	8,565
$10,000 - $12,499	31	11	24	34	100	11,139
$12,500 or over	31	9	21	38	100	13,912

Table 6.1--Typical Student Borrower's Cumulative Debt upon Graduation, Academic Year 1984-85

(Institutional Average)

	Cumulative Debt of Single Dependent Student from-	
	Low Income Family	Middle Income Family
All institutions	**$5,328**	**$5,985**
Control and Type of Institution		
All public institutions	3,630	4,684
Research universities	4,823	6,848
Comprehensive universities	5,302	6,982
Baccalaureate colleges	5,299	7,358
Two-year colleges	2,773	3,397
All independent institutions	7,395	7,568
Research universities	9,887	9,962
Comprehensive universities	9,740	9,458
Baccalaureate colleges	7,657	8,094
Two-year colleges	5,566	5,511

Note: The number of students with cumulative debt at the end of their studies was not requested. Thus, these data were institutionally weighted; they were not weighted by the number of student borrowers.

Table 6.2--Typical Student Borrower's Cumulative Debt upon Graduation, by Student Expense Budget Range, Family Income, and Type of Institution, Academic Year 1984-85

(Institutional Average)

	Cumulative Debt of Single Dependent Student from-			
	Low-income Family		Middle-income Family	
	4-year Colleges	2-year Colleges	4-year Colleges	2-year Colleges
All institutions	**$7,058**	**$3,557**	**$7,934**	**$3,991**
Less than $3,000	0	1,985	0	1,864
$3,000 - $4,999	4,584	2,943	6,497	3,626
$5,000 - $7,499	5,557	4,330	7,024	4,771
$7,500 - $9,999	8,619	5,991	8,728	5,790
$10,000 - $12,499	9,783	4,200	9,759	4,700
$12,500 or over	10,038	0	9,953	0

Note: Figures are institutionally weighted estimates.

Table 7.1--Percentage of Institutions Using Tuition Payment Programs, Fall 1984

	Percentage of Institutions Using -						
	Installment Plan	Lump-sum Prepaid Tuition	Loans for Prepaid Tuition	Work & Education Programs	Other	Any Plan*	None of the Plans Listed
All institutions	**44.1**	**1.7**	**6.1**	**6.3**	**9.2**	**51.7**	**48.3**
Control and Type of Institution							
All public institutions	17.9	.7	1.7	8.1	7.9	29.8	70.2
Research universities	30.8	2.6	2.6	25.6	10.3	51.3	48.7
Comprehensive universities	36.0	2.7	4.3	20.0	15.6	56.7	43.3
Baccalaureate colleges	27.8	.0	5.6	11.1	5.6	44.4	55.6
Two-year colleges	9.8	.0	.3	2.2	5.6	17.4	82.6
All independent institutions	76.1	3.0	11.5	4.2	10.8	78.4	21.6
Research universities	81.8	31.8	22.7	22.7	9.1	86.4	13.6
Comprehensive universities	75.7	6.1	24.1	10.2	11.2	81.8	18.2
Baccalaureate colleges	82.7	1.3	9.9	1.3	17.3	85.3	14.7
Two-year colleges	64.3	.0	7.2	3.5	.0	64.3	35.7
Student Expense Budget (SEB)							
Institutions with SEB of							
Less than $3,000	.0	.0	.0	7.5	.0	7.5	92.5
$3,000 - $4,999	15.9	.0	.3	6.4	7.1	25.4	74.6
$5,000 - $7,499	52.7	.5	12.0	8.2	8.5	62.8	37.2
$7,500 - $9,999	79.0	.0	4.3	4.2	12.5	82.2	17.8
$10,000 - $12,499	77.1	11.0	24.6	8.1	20.7	83.3	16.7
$12,500 or over	88.0	31.1	25.8	3.3	6.6	88.0	12.0

* Unduplicated count of institutions using one or more of the listed tuition plans.

Table 7.2--Percentage of Students Using Selected Tuition Payment Programs, Fall 1984

	Installment Plan	Lump-sum Prepaid Tuition	Loans for Prepaid Tuition	Work & Education Program	Other
All institutions	**11.1**	**.1**	**.3**	**1.0**	**2.2**
Control and Type of Institution					
All public institutions	6.5	.0	.0	1.1	2.2
Research universities	8.8	.0	.0	1.9	2.1
Comprehensive universities	5.8	.1	.1	1.1	3.8
Baccalaureate colleges	12.6	.0	.1	2.8	.8
Two-year colleges	4.4	.0	.0	.1	1.4
All independent institutions	27.5	.1	1.1	.6	2.2
Research universities	21.7	.5	.5	.6	.6
Comprehensive universities	22.1	.1	1.6	1.7	.4
Baccalaureate colleges	31.6	.0	.7	.1	5.1
Two-year colleges	32.0	.0	1.9	.4	.0
Student Expense Budget (SEB)					
Institutions with SEB of					
Less than $3,000	.0	.0	.0	.2	.0
$3,000 - $4,999	6.0	.0	.0	1.1	3.2
$5,000 - $7,499	9.7	.0	.4	1.1	.5
$7,500 - $9,999	37.1	.0	1.0	.5	4.9
$10,000 - $12,499	14.6	.6	.8	1.4	.6
$12,500 or over	24.3	.4	.3	.1	.8

Table 8.1-- Institutions Receiving College Work-study (CW-S) Funds from the Federal Government, by Control and Type of Institution, Fall 1984

	All Institutions		Percent of Institutions-		Percent of Institutions Where Federal Funds Represent-		
	No.	%	without Federal CW-S Funds	with Federal CW-S Funds	<25% of All CW-S Funds	25%-74% of All CW-S Funds	75% or More of All CW-S Funds
All institutions	**2,650**	**100**	**2**	**98**	**5**	**45**	**47**
Control and Type of Institution							
All public institutions	1,455	100	1	100	4	38	57
Research universities	104	100	3	97	18	46	33
Comprehensive universities	282	100	1	99	12	42	45
Baccalaureate colleges	127	100	0	100	0	39	61
Two-year colleges	942	100	0	100	1	36	63
Independent institutions	1,195	100	4	96	7	54	35
Research universities	58	100	0	100	5	50	45
Comprehensive universities	157	100	0	100	13	53	34
Baccalaureate colleges	612	100	0	100	9	60	31
Two-year colleges	368	100	14	86	4	42	39
Student Expense Budget (SEB)							
Institutions with SEB of-							
Less than $3,000	121	100	0	100	5	39	57
$3,000 - $4,999	1,074	100	1	100	2	38	59
$5,000 - $7,499	587	100	9	91	12	38	41
$7,500 - $9,999	617	100	0	100	5	54	41
$10,000 - $12,499	171	100	0	100	6	73	22
$12,500 or more	80	100	0	100	15	70	15

Table 8.2--Institutions Receiving College Work-study (CW-S) Funds from State Governments by Control and Type of Institution, Fall 1984

	All Institutions		Percent of Institutions-		Percent of Institutions Where State Funds Represent-		
	No.	%	without State CW-S Funds	with State CW-S Funds	<25% of All CW-S Funds	25%-74% of All CW-S Funds	75% or More of All CW-S Funds
All institutions	**2,650**	**100**	**71**	**29**	**20**	**9**	**1**
Control and Type of Institution							
All public institutions	1,455	100	61	39	26	13	1
Research universities	104	100	59	41	33	8	0
Comprehensive universities	282	100	46	54	27	25	2
Baccalaureate colleges	127	100	56	44	39	6	0
Two-year colleges	942	100	66	34	23	11	0
Independent institutions	1,195	100	82	18	13	5	0
Research universities	58	100	68	32	32	0	0
Comprehensive universities	157	100	67	33	25	8	0
Baccalaureate colleges	612	100	84	16	15	1	0
Two-year colleges	368	100	89	11	0	11	0
Student Expense Budget (SEB)							
Institutions with SEB of-							
Less than $3,000	121	100	70	60	12	18	0
$3,000 - $4,999	1,074	100	64	36	25	10	0
$5,000 - $7,499	587	100	69	31	19	10	1
$7,500 - $9,999	617	100	86	14	7	7	0
$10,000 - $12,499	171	100	73	27	19	8	0
$12,500 or more	80	100	42	58	58	0	0

Table 8.3--Institutions Receiving College Work-study (CW-S) Funds from Institutional Funds, by Control and Type of Institution, Fall 1984

	All Institutions		Percent of Institutions-		Percent of Institutions Where Institutional Funds Represent-		
	No.	%	without institutional CW-S Funds	with institutional CW-S Funds	<25% of All CW-S Funds	25%-74% of All CW-S Funds	75% or More of All CW-S Funds
All institutions	**2,650**	**100**	**11**	**89**	**45**	**36**	**7**
Control and Type of Institution							
All public institutions	1,455	100	16	84	57	25	3
Research universities	104	100	8	92	39	34	21
Comprehensive universities	282	100	28	72	40	29	2
Baccalaureate colleges	127	100	11	89	73	17	0
Two-year colleges	942	100	14	86	61	24	1
Independent institutions	1,195	100	6	94	32	50	12
Research universities	58	100	14	86	32	50	5
Comprehensive universities	157	100	4	96	33	51	11
Baccalaureate colleges	612	100	0	100	31	59	10
Two-year colleges	368	100	14	86	32	36	18
Student Expense Budget (SEB)							
Institutions with SEB of-							
Less than $3,000	121	100	21	79	49	24	5
$3,000 - $4,999	1,074	100	15	85	58	25	2
$5,000 - $7,499	587	100	11	89	37	35	17
$7,500 - $9,999	617	100	6	94	41	27	6
$10,000 - $12,499	171	100	0	100	28	69	4
$12,500 or more	80	100	7	93	9	69	15

Table 8.4--Institutions Receiving College Work-study (CW-S) Funds from Other Sources by Control and Type of Institution, Fall 1984

	All Institutions		Percent of Institutions-		Percent of Institutions Where Other Funds Represent-		
	No.	%	without Other CW-S Funds	with Other CW-S Funds	<25% of All CW-S Funds	25%-74% of All CW-S Funds	75% or More of All CW-S Funds
All institutions	**2,650**	**100**	**91**	**9**	**9**	**1**	**0**
Control and Type of Institution							
All public institutions	1,455	100	91	9	8	1	0
Research universities	104	100	87	13	13	0	0
Comprehensive universities	282	100	85	15	15	0	0
Baccalaureate colleges	127	100	89	11	6	6	0
Two-year colleges	942	100	94	6	6	0	0
Independent institutions	1,195	100	91	9	9	0	0
Research universities	58	100	95	5	5	0	0
Comprehensive universities	157	100	96	4	4	0	0
Baccalaureate colleges	612	100	90	10	10	0	0
Two-year colleges	368	100	89	11	11	0	0
Student Expense Budget (SEB)							
Institutions with SEB of-							
Less than $3,000	121	100	93	7	7	0	0
$3,000 - $4,999	1,074	100	94	6	6	1	0
$5,000 - $7,499	587	100	86	14	14	0	0
$7,500 - $9,999	617	100	91	9	8	0	0
$10,000 - $12,499	171	100	88	12	13	0	0
$12,500 or more	80	100	97	3	3	0	0

Table 9--Average Earnings Expected to Go to Educational Expenses, by Student Level, Fall 1984

	Earnings of Freshmen	Earnings of Seniors
All institutions	**$1,322**	**$1,530**
Control and Type of Institution		
All public institutions	1,205	1,397
Research universities	1,410	1,714
Comprehensive universities	1,112	1,357
Baccalaureate colleges	1,054	1,174
Two-year colleges	1,146	1,216
All independent institutions	1,555	1,791
Research universities	2,338	2,720
Comprehensive universities	1,676	1,935
Baccalaureate colleges	1,336	1,592
Two-year colleges	1,364	1,441
Student Expense Budget (SEB)		
Institutions with SEB of		
Less than $3,000	949	1,010
$3,000 - $4,999	1,113	1,252
$5,000 - $7,499	1,299	1,529
$7,500 - $9,999	1,468	1,705
$10,000 - $12,499	2,132	2,427
$12,500 or over	1,908	2,269

Note: Data have been weighted by estimated enrollments.

Table 10--Institutionally Funded Student Aid, by Basis of Award, Fall 1984

	Institutional Aid		Percent of Aid Awarded on Basis of-				
	Amount*	Percent	Merit Only	Athletic Ability Only	Need Only	Merit & Need	Other Criteria
All institutions	**$2,328.1**	**100%**	**15%**	**14%**	**42%**	**17%**	**12%**
Control and Type of Institution							
All public institutions	847.2	100	17	19	27	17	21
Research universities	432.0	100	14	20	30	13	24
Comprehensive universities	302.3	100	16	17	27	21	20
Baccalaureate colleges	38.7	100	43	31	10	11	5
Two-year colleges	74.2	100	27	11	20	28	15
All independent institutions	1,480.9	100	13	11	51	17	7
Research universities	421.8	100	9	7	68	10	6
Comprehensive universities	486.3	100	13	18	45	21	3
Baccalaureate colleges	502.8	100	17	8	44	20	12
Two-year colleges	69.9	100	13	5	45	24	14
Student Expense Budget (SEB)							
Institutions with SEB of							
Less than $3,000	4.9	100	41	8	21	30	**
$3,000 - $4,999	365.7	100	22	23	15	13	27
$5,000 - $7,499	521.0	100	14	16	35	20	15
$7,500 - $9,999	643.1	100	17	17	34	22	9
$10,000 - $12,499	359.7	100	17	11	45	18	9
$12,500 or over	433.6	100	3	1	84	9	3

* In millions of dollars.
** Less than $50,000.

Table 11--Fall 1984 Enrollment Status

	Percentage of Institutions Reporting-			Total	
	More Students than Planned	Fewer Students than Planned	Enrollment as Planned	Percent	No.
All institutions	**14%**	**45%**	**41%**	**100%**	**2,650**
Control and Type of Institution					
All public institutions	11	53	37	100	1,455
Research universities	33	18	49	100	104
Comprehensive universities	14	44	43	100	282
Baccalaureate colleges	11	44	44	100	127
Two-year colleges	7	60	33	100	942
All independent institutions	19	36	45	100	1,195
Research universities	27	9	64	100	58
Comprehensive universities	52	13	35	100	157
Baccalaureate colleges	15	38	47	100	612
Two-year colleges	11	46	43	100	368
Student Expense Budget (SEB)					
Institutions with SEB of					
Less than $3,000	0	40	60	100	121
$3,000 - $4,999	10	55	35	100	1,074
$5,000 - $7,499	13	49	38	100	587
$7,500 - $9,999	18	37	45	100	617
$10,000 - $12,499	21	18	61	100	171
$12,500 or over	67	5	28	100	80

APPENDIX A: SURVEY INSTRUMENT

AMERICAN COUNCIL ON EDUCATION
Higher Education Panel

December 31, 1984

Dear Student Financial Aid Officer:

The Department of Education has asked the American Council on Education's Higher Education Panel (HEP) to conduct the attached Survey Number 68, "Student Financial Aid to Full-time Undergraduates, Fall 1984." The survey has been designed with special attention directed to funding, the composition of "typical" student aid packages, and the role of special tuition payment programs and student employment in providing financial assistance to undergraduates. We are asking you to assist us by completing the questionnaire.

As you know, the Higher Education Act is due to be reauthorized during the current session of Congress. Current data are needed to evaluate the recent changes in federal aid programs and to help in developing new proposals.

We know that you are especially busy now, but we hope you can find time to help us with this important survey. We realize that precise data for several of the questions are not yet available for the current academic year. We ask, therefore, that you provide your best estimates in those instances where exact figures are not at hand.

Please understand that your institution's response will be protected to the maximum extent permissible by law. As with all our surveys, the data you provide will be reported in summary fashion only and will not be identifiable with your institution. This survey is authorized by the National Science Foundation Act of 1950, as amended. Although you are not required to respond, your cooperation is needed to make the results comprehensive, reliable, and timely.

Please complete the questionnaire and return it to us by February 4, 1985 in the enclosed prepaid reply envelope. If you have any problems or questions concerning the survey, please do not hesitate to telephone us collect at (202)833-4757.

Thank you for your assistance.

Sincerely,

Frank J. Atelsek

Frank J. Atelsek
Panel Director

Enclosures

One Dupont Circle, Washington, D.C. 20036-1193 (202) 833-4757

OMB #3145-0009
Exp. 03/31/87

AMERICAN COUNCIL ON EDUCATION

Higher Education Panel Survey No. 68

Student Financial Aid to Full-time Undergraduates, Fall 1984

DEFINITIONS

1. **Student financial aid.** For questions 1-5, student financial aid is meant to include all forms of student financial assistance **except** social security benefits, veterans benefits, and Guaranteed Student Loans (GSLs). Be sure to include all scholarships and grants (including Pell Grants, remission of tuition and fees), institutionally arranged student employment (including college work-study programs) and loans, **with the exception of** the GSLs as noted above.

2. **Dependent/independent.** Student's status regarding dependency on parents for financial support, according to the definition your institution uses for federal student aid purposes.

3. **Student aid package--total student resources (question 6).** All the resources that a typical aided student has to meet a year's college costs. This includes the funds arranged for by the institution (scholarships/grants, employment, loans including GSLs) plus the expected contribution from the student and the student's family.

4. **Full-time undergraduate.** Any student defined by the institution as a full-time undergraduate during the traditional fall 1984 term.

1a. What was your fall 1984 **full-time undergraduate student** enrollment? _____

b. What proportion of these students in fall 1984, received some form of student financial aid from programs that use your institution as the delivery agent? See definition 1 above, for types of aid to be included. **Note: Do NOT include students who have only GSLs.**

_____%

2. Please estimate the total dollar amount of financial aid provided to your full-time undergraduate students through programs that use your institution as the delivery agent. See definition 1 for programs to be included. Estimate for the entire 1984-85 academic year. **Note: Do NOT include GSL funds.**

1983-84 $_____ 1984-85 $_____

3. Of the amounts shown in question 2, what percentage was funded by federal student aid programs?

1983-84 _____% 1984-85 _____%

4. What percentage of your full-time undergraduate students **who receive federal aid** are classified as "independent" students?

_____%

5. Please characterize your institution's fall 1984 full-time undergraduate student aid recipients by their family income level. To determine dependency status, use the definition your institution uses for **federal** student aid purposes.

Total Family Income	Percentage of Full-time **Dependent** Undergraduates	Percentage of Full-time **Independent** Undergraduates
a. $0-5,999	____%	____%
b. $6,000-$14,999	____%	____%
c. $15,000-$29,999	____%	____%
d. $30,000 or more	____%	____%
Total	100%	100%

6. **Student Aid Packages--Total Student Resources.** To the extent that there are **"typical single freshman and senior student financial aid packages"** at your institution for the classifications shown below, indicate the proportion of each "package" that comes from each of the sources listed on lines 6a through 6d. Make sure that the percentages total 100 percent. **Note that we ask you to indicate the percentage contributed by the student and the student's family (line 6d).**

Source	Single, Full-time, Dependent, Resident Student from Low-income Family ($10,000-$15,000) Freshman	Senior*	Middle-income Family ($25,000-$35,000) Freshman	Senior*
a. Grants and scholarships	____%	____%	____%	____%
b. Student employment	____%	____%	____%	____%
c. Student loans (include NDSLs and GSLs)	____%	____%	____%	____%
d. Other sources (student's savings, summer earnings, etc.; contributions of the student's family; parental loans, etc.)	____%	____%	____%	____%
Total	100%	100%	100%	100%

*At 2-year institutions, second year students

7. **Student Expense Budget.** Please indicate the average annual student expense budget for each student classification shown in question 6. Include tuition and fees, room and board, transportation, books and supplies, and other expenses. Public institutions should show only the expense budgets for **in-state** students.

Low-income Single Dependent Student	Middle-income Single Dependent Student
$_____	$_____

8. **Cumulative Debt.** For the typical undergraduate student who uses loans(including GSLs), please estimate the average **cumulative** student debt upon graduation for each type of student.

Low-income Single Dependent Student	Middle-income Single Dependent Student
$_____	$_____

9. **Tuition Payment Programs.** Some institutions are offering students and families alternative ways of paying for college costs. Many stretch out payments over an academic year; some freeze the student's four-year tuition at the current level in return for a lump-sum payment of the four years' tuition; some offer parents loans for such lump-sum payments and provide long-term repayment options. Some colleges have "earn-as-you-go" or cooperative education programs that let students alternate between full-time study and full-time employment.

On the blanks below, please indicate what percent of your full-time undergraduates are using each of these alternatives.

Tuition Payment Programs	Percent of Full-time Undergraduate Students
a. Academic year installment plan	_____%
b. Lump-sum prepaid tuition for 4 or 2 years, in return for freezing the tuition at the current level	_____%
c. Loan to cover the lump-sum prepaid tuition plan (with repayment extending beyond graduation)	_____%
d. Special programs that involve students in work periods alternating with study. (The most common is the "cooperative education" plan.) Do **NOT** include the conventional federal, state, or institutional "work-study" program(s).	_____%
e. Other; specify. _____	_____%

10. Indicate the source (in percentages) of the funds used to pay undergraduate students in your institutionally administered "work-study program(s)." Count state and institutional "matching funds" for government-sponsored "work-study" programs on the state and institutional lines, respectively.

Source	
Federal	____%
State	____%
Institutional	____%
Other	____%
Total	100%

11. In developing your aid packages, how much do you **expect** a typical single, dependent, full-time undergraduate student to earn from all sources--including summer earnings and work-study--to meet the cost of education during the year?

Freshman: $_____ total dollars earned

_____ percent of cost covered by earnings

Senior: $_____ total dollars earned

_____ percent of cost covered by earnings

12. Please **estimate** the amount of student financial aid for the current year that is **funded by your institution** and awarded according to the criteria listed below. Exclude financial aid that comes from outside sources such as National Merit Scholarships and/or government programs such as Pell Grants, SEOG, NDSL, federal or state College Work-Study, etc.

Criteria by Which Aid Is Distributed	Amount of Institutionally Funded Aid
a. A student's academic or artistic **merit only**	$_____
b. A student's **athletic ability only**	$_____
c. A student's **need only**	$_____
d. A **combination** of a student's academic or artistic **merit and need**, i.e., selection based on merit and amount of award based on need.	$_____
e. Other	$_____
Total **institutionally funded** student aid	$_____

13. Did your institution enroll more or fewer full-time undergraduate students last fall (1984) than you had planned?

____ More. How many more? _____

____ Fewer. How many fewer? _____

____ Enrollment was as planned.

Thank you for your assistance. Please return this form by **February 4, 1985** to

Higher Education Panel
American Council on Education
One Dupont Circle Suite 829
Washington, DC 20036

Please keep a copy of this form for your records.
Person completing the form:

Name _____

Title _____

Telephone (_____) _____

APPENDIX B: TECHNICAL NOTES

The survey instrument was sent to all 465 Panel colleges and universities in half-sample 1 that were deemed to have undergraduate programs. Excluded were independent schools of medicine, health sciences, theology, business, law, education and small institutions specializing in religious studies, the arts, and technology, and other institutions that offered only post-baccalaureate study. Responses were received from 350 institutions, for an overall response rate of 75 percent. Table B-1 shows the population and responses by stratum.

Table B-1--Stratification Design

Cell	Type of Institution	Population	Respondents
	Total	2,650	350
	Certainty Domain		
1	Public university	104	39
2	Private university	58	21
3,5	Public comprehensive	96	42
4,6	Private comprehensive	31	11
7	Public 2-year	43	14
	Probability Domain		
8,9,14	Public comprehensive	185	30
10	Private comprehensive	126	20
11	Public baccalaureate	127	18
12,13	Private baccalaureate	612	51
17-20	Public 2-year academic/ comprehensive	616	63
21	Private 2-year academic/ comprehensive	129	10
22,23	Public 2-year occupational	284	22
24	Private 2-year occupational	239	9

Weighting

Data from the 350 responding institutions were statistically adjusted to represent the population of institutions with undergraduate programs. The weighting technique used was the standard one employed for Panel surveys. Data received from Panel members were adjusted for item and institutional nonresponse within each cell. Then institutional weights were applied to bring Panel data up to estimates representative of the national population.

However, for a number of questions that requested percentages rather than actual counts, prior to the assignment of institutional weights, it was necessary to convert them into counts, either of dollars or of students, before they could be institutionally weighted and aggregated for national and sectoral totals. Questions 1b-7, 9 and 11 were given this additional weighting by undergraduate enrollment.

For question 4 (distribution of families by income level), the percentage provided by the institution was converted into a student count by using data from question 1a and the dependent/independent proportion from question 4 (percentage of federally assisted students deemed independent).

For question 6 (composition of student aid packages) estimates of enrollment by income level were based in part on data from the ACE-UCLA Cooperative Institutional Research Program, and estimates for enrollment by class level were based on data from the National Center for Education Statistics and the Census Bureau.

Comparison of Respondents and Nonrespondents. Table B-2 compares the survey respondents and nonrespondents against several variables. Higher than average response rates were recorded for baccalaureate colleges and institutions with one to five thousand full-time-equivalent (FTE) enrollments. Two-year colleges and institutions with FTE enrollments of less than 1,000 had response rates that were lower than average.

Table B-2--Comparison of Respondents and Nonrespondents

(In percentages)

Institutional Characteristics	Respondents (N=350)	Nonrespondents (N=115)	Response Rate
Total	100.0	100.0	75.3
Control			
Public	65.1	70.4	73.8
Independent	34.9	29.6	78.2
Type			
Universities	17.1	18.3	74.0
Comprehensive	29.4	24.3	78.6
Baccalaureate	19.7	14.8	80.2
Two-year	33.8	42.6	70.7
Region			
East	22.6	26.1	72.5
Midwest	24.3	27.0	73.3
South	33.1	28.6	77.9
West	20.0	18.3	76.9
Full-time-equivalent undergraduate enrollment (1982)			
Less than 1,000	16.6	23.5	68.2
1,000 - 4,999	41.6	33.1	79.3
5,000 - 9,999	20.9	24.3	72.3
10,000 or more	20.9	19.1	76.8

Reliability of Survey Estimates. Because the statistics presented in this report are based on a sample, they will differ somewhat from the figures which would have been obtained if a complete census had been taken using the same survey instrument,

instructions, and procedures. As in any survey, the results are also subject to reporting and processing errors and errors due to nonresponse. To the extent possible, these types of errors were kept to a minimum by methods built into the survey procedures.

The standard error is primarily a measure of sampling variability--that is, the variations that might occur by chance because only a sample of the institutions is surveyed. The chances are about 90 out of 100 that it would be less than 1.65 times the standard error; about 95 out of 100 that it would be less than 1.96 times the standard error; and about 99 out of 100 that it would be less than 2.5 times as large. Thus, knowing the standard error permits us to specify a range within which we can have a stated confidence that a given estimate would lie if a complete census, rather than a sample survey, had been conducted.

In this survey, a question that lends itself to this type of analysis is question 2, the undergraduate full-time enrollment in Fall 1984. As table B-3 shows, the 90 percent confidence interval is plus or minus 318,100. Thus, chances are about 90 out of 100 that a complete census would show the Fall 1984 full-time undergraduate enrollment to be more than 6,747,100 and less than 7,383,300.

Table B-3--Ninety Percent Confidence Intervals for Selected Survey Estimates

Item	Estimate	Confidence Interval (+ or -)
Full-time undergraduate enrollment	7,065,200	318,100
Total student aid (in millions)		
Academic year 1983-84	$6,934.8	$403.8
Academic year 1984-85	7,436.8	427.3
Institutionally funded student aid (in millions)	$2,328.1	$292.9

Other Reports of the Higher Education Panel
American Council on Education

Atelsek, Frank J. and Gomberg, Irene L. **Estimated Number of Student Aid Recipients, 1976-77.** Higher Education Panel Report, No. 36, September, 1977.

Gomberg, Irene L. and Atelsek, Frank J. **International Scientific Activities at Selected Institutions, 1975-76 and 1976-77.** Higher Education Panel Report, No. 37, January, 1978.

Atelsek, Frank J. and Gomberg, Irene L. **New Full-Time Faculty 1976-77: Hiring Patterns by Field and Educational Attainment.** Higher Education Panel Report, No. 38, March, 1978.

Gomberg, Irene L. and Atelsek, Frank J. **Nontenure-Track Science Personnel: Opportunities for Independent Research.** Higher Education Panel Report, No. 39, September, 1978.

Atelsek, Frank J. and Gomberg, Irene L. **Scientific and Technical Cooperation with Developing Countries, 1977-78.** Higher Education Panel Report, No. 40, August, 1978.

Atelsek, Frank J. and Gomberg, Irene L. **Special Programs for Female and Minority Graduate Students.** Higher Education Panel Report, No. 41, November, 1978.

Gomberg, Irene L. and Atelsek, Frank J. **The Institutional Share of Undergraduate Financial Assistance, 1976-77.** Higher Education Panel Report, No. 42, May, 1979

Atelsek, Frank J. and Gomberg, Irene L. **Young Doctoral Faculty in Science and Engineering: Trends in Composition and Research Activity.** Higher Education Panel Report, No. 43, February, 1979.

Atelsek, Frank J. and Gomberg, Irene L. **Shared Use of Scientific Equipment at Colleges and Universities, Fall 1978.** Higher Education Panel Report, No. 44, November, 1979.

Gomberg, Irene L. and Atelsek, Frank J. **Newly Qualified Elementary and Secondary School Teachers, 1977-78 and 1978-79.** Higher Education Panel Report, No. 45, February, 1980.

Atelsek, Frank J. and Gomberg, Irene L. **Refund Policies and Practices of Colleges and Universities.** Higher Education Panel Report, No. 46, February, 1980.

Gomberg, Irene L. and Atelsek, Frank J. **Expenditures for Scientific Research Equipment at Ph.D.-Granting Institutions, FY 1978.** Higher Education Panel Report, No. 47, March, 1980.

Atelsek, Frank J. and Gomberg, Irene L. **Tenure Practices at Four-Year Colleges and Universities.** Higher Education Panel Report, No. 48, July, 1980.

Gomberg, Irene L. and Atelsek, Frank J. **Trends in Financial Indicators of Colleges and Universities.** Higher Education Panel Report, No. 49, April, 1981.

Atelsek, Frank J. and Gomberg, Irene L. **An Analysis of Travel by Academic Scientists and Engineers to International Scientific Meetings in 1979-80.** Higher Education Panel Report, No. 50, February, 1981.

Atelsek, Frank J. and Gomberg, Irene L. **Selected Characteristics of Full-Time Humanities Faculty, Fall 1979.** Higher Education Panel Report, No. 51, August, 1981.

Atelsek, Frank J. and Gomberg, Irene L. **Recruitment and Retention of Full-Time Engineering Faculty, Fall 1980.** Higher Education Panel Report, No. 52, October, 1981.

Andersen, Charles J. and Atelsek, Frank J. **Sabbatical and Research Leaves in Colleges and Universities.** Higher Education Panel Report, No. 53, February, 1982.

Atelsek, Frank J. and Andersen, Charles J. **Undergraduate Student Credit Hours in Science, Engineering, and the Humanities, Fall 1980.** Higher Education Panel Report, No. 54, June, 1982.

Andersen, Charles J. and Atelsek, Frank J. **An Assessment of College Student Housing and Physical Plant.** Higher Education Panel Report, No. 55, October, 1982.

Gomberg, Irene L. and Atelsek, Frank J. **Financial Support for the Humanities: A Special Methodological Report.** Higher Education Panel Report, No. 56, January, 1983.

Gomberg, Irene L. and Atelsek, Frank J. **Neuroscience Personnel and Training.** Higher Education Panel Report, No. 57, June, 1983.

Atelsek, Frank J. **Student Quality in the Sciences and Engineering: Opinions of Senior Academic Officials.** Higher Education Panel Report, No. 58, February, 1984.

Andersen, Charles J. **Student Quality in the Humanities: Opinions of Senior Academic Officials.** Higher Education Panel Report, No. 59, February, 1984.

Andersen, Charles J. **Financial Aid For Full-Time Undergraduates.** Higher Education Panel Report, No. 60, April, 1984.

Gomberg, Irene L. and Atelsek, Frank J. **Full-time Humanities Faculty, Fall 1982.** Higher Education Panel Report, No. 61, August 1984.

Andersen, Charles J. **Plant Biology Personnel and Training at Doctorate-granting Institutions.** Higher Education Panel Report, No. 62, November, 1984.

Andersen, Charles J. **Conditions Affecting College and University Financial Strength.** Higher Education Panel Report No. 63, October 1985.

Holmstrom, Engin Inel and Petrovich, Janice. **Engineering Programs in Emerging Areas, 1983-84.** Higher Education Panel Report No. 64, November 1985.

El-Khawas, Elaine. **Campus Trends, 1984.** Higher Education Panel Report No. 65, February, 1985.

Suniewick, Nancy and El-Khawas, Elaine. **General Education Requirements in the Humanities.** Higher Education Panel Report No. 66, October, 1985.

Holmstrom, Engin Inel, **Recent Changes in Teacher Education Programs.** Higher Education Panel Report No. 67, November 1985.